

# THE SCHOOL JOURNAL.

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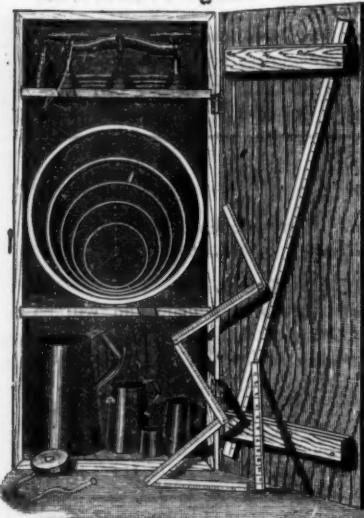
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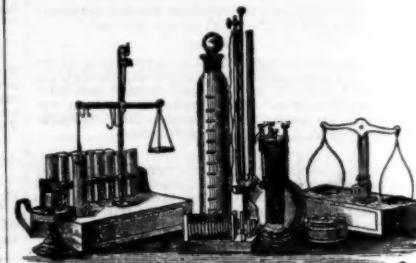
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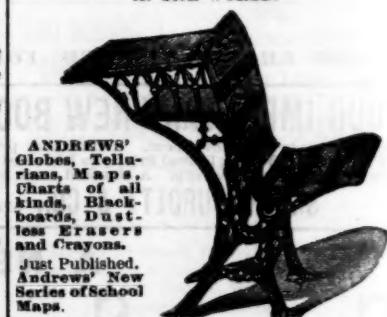
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ESTABLISHED 1870.

## THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, Editors.  
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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

'Tis an old maxim in the schools,  
That flattery's the food of fools,  
Yet now and then you men of wit  
Will condescend to take a bit.

—JONATHAN SWIFT.

THERE is a bill before the English Parliament allowing newspapers more liberty in reporting public meetings than they have hitherto enjoyed. It is said that the Tory party has become allied with the whiskey element, and that Mr. Gladstone sees in it an opportunity to advance the cause of home rule. Germany's actions over passports is interpreted as a warning to France to be careful, as the former will accept the Boulanger presidency as a portent of war. The steamship *Etruria* came from Queenstown to Sandy Hook in six days, one hour and fifty-five minutes, beating every record. The promoters of the Arcade Railroad in New York City give assurances that they intend to begin the

work at an early date. In his charge to the grand jury in New York, Judge Barrett hinted that there had been more corruption in the board of aldermen. The International Congress of Anthropology met at Columbia College. Gen. Sheridan had a hemorrhage, and his physicians gave up all hope. The Democratic National Convention met at St. Louis.

AT no time in the history of educational thought has the public mind been so much occupied with the questions of school organization and teaching as recently. The *Forum* has published nine notable articles on "What shall the public schools teach?" written by some of the most eminent men in our country, and the daily press of this city has been full of discussions of questions intimately relating to school matters. Some of these articles show unusual knowledge of school affairs, others are of little account, but the fact is proved that the public are taking an unusual interest in educational work. The most interesting question under discussion is in reference to the course of study. Almost without exception the study of formal grammar is condemned, corporal punishment denounced, strict, straight-laced rules of order reprobated, and the old habit of memorizing text-book learning execrated. The points most commended are kindergarten methods for the primary grades, the reading in all departments of good literature, adapted to the understanding of the pupils, so as to induce a love for good reading; manual training, practical, common sense geography, drill in arithmetic, sufficient to give quickness and accuracy in all calculations required in practical life; great attention given to morals, and no attention at all to religion. Of course there are great differences of opinion, but in reference to the points named there is quite a general unanimity. Teachers will do well to note these straws, for they certainly show which way the wind is blowing.

THE American well says, "Part of the time which used to be spent in the study of the printed page might better be spent in acquiring that kind of knowledge which comes from actual contact with material things." It further says that the greatest gain that will come from introducing manual training will be on the moral side. This is what the teachers are apt to overlook. Suppose now that the reader of these lines tries to find three moral grounds for the introduction of manual training.

IN his recent address at the commencement of the St. Cloud, Minnesota, State Normal School, Col. Parker made some statements slightly damaging to Boston's educational pride. He said, "We talk of the spirit of Boston for education, but the thirty-one Boston schoolmasters and their descendants have always strenuously opposed any advance in educational matters." "In 1875 you could not find a book on the science of education in Boston, though you could in the West." It is a historical fact that reform in education has commenced in the newer regions. The Central Mississippi States are ahead of the East to-day. The United States public school system is better than the English or the French. We are in a better condition to improve, because we are not hampered by so many traditional customs. Old countries are bound by antiquated customs which hold them like rods of steel. The argument of tradition is unanswerable, for it has no reason in it, and we cannot reason where there is no reason. Take the spelling-book, for example. We have learned to revere it, and we cannot break away from the custom. Reason on this question with some boards of education is of no avail. They will answer, "We know by experience that you cannot make good spellers without the spelling-book." This is end of "argument." It is the same old story of the

man going to mill on horseback with a stone in one end of the bag and the grist in the other: "My fathers all went to mill this way, so do I, and so will I." You can't talk to that man about this subject. He's fossilized. So about formal grammar and geographical minutiae, and rules in arithmetic. These are customs a generation or two old, and they are determined to stay, and they will stay, unless considerable force is used to uproot them. The reason Horace Mann made the Boston schoolmasters angry was because he recommended there should be less flogging of the children, less of the spelling-book, and improved methods in reading. These were great innovations then. What would be thought of a reformer who advocated them now? The lessons from all this are that the greatest obstacle to reform is custom, and that patience and persistence are needed as much to-day as in the days of Comenius and Pestalozzi.

IN last week's JOURNAL the three great steps of reform were pointed out:

- (1) Make education the end, and not cramming.
- (2) Stop marking the teachers.
- (3) Plan for the instruction of teachers in the science and art of education.

Because these are not the corner-stones of the present system, many evils have resulted; in fact, evil results have accumulated. The present fault-finding with Mr. Jasper is but what would come sooner or later, sure as fate. The people see the defects of the schools; they are not satisfied with the results, and the results are unsatisfactory, not because the teachers are not hard at work, but because the system is not well founded.

Right here one especially bad effect must be pointed out—the subordination of the principals. A man who is put in charge of a school of 500 to 1,500 pupils, is one who can do a vast amount of good; he is in a place of power, to say the least. As it now stands, he is liable to be "marked" as well as the rest!!!

Just think of it! Suppose the religious "system" planned to "mark" the religious teachers, Messrs. Hall, Crosby, Taylor, Morgan Dix, etc. Now, these principals are men and women who occupy corresponding positions, and they should receive corresponding respect.

It is very possible that as a result of the system some not very efficient men and women have been put in as principals, on the expectation they would be watched and marked. At all events, the effect on the principals is to deaden their interest in education; they become stunted educationally; their days are spent in starting and stopping a machine.

Now the utmost latitude should be allowed a principal; he should have a scheme of studies given him to work out in his own way. He should be allowed to have a distinct voice in the selection of his assistants. He should be one of the educational powers of the city. He should be able and ready to give instruction in the science and art of education to the assistant teachers.

Whatever efforts may be made for reform, none will be effectual that does not lift the principals out of the degradation they are subject to as the result of the extension of the marking system. We have been witness to the labors of the principals of this city; in many cases these labors are truly heroic. They have borne their lack of independence very nobly, and have accomplished remarkable results, under the circumstances. But they have been so often reminded that their business is not to devise new plans and methods of interesting the pupils, that they have settled down into a routine that is sure, sooner or later, to stop all real self-growth. The fault lies at the doors of the board of education. They have approved of Supt. Jasper's plans, and on them must lie the responsibility.

## THE TEACHER AND THE WORLD.

A Western paper uses the expression, "as conceited as a country pedagogue;" and I ask is there any foundation for this charge? Let us pause and think before we reply. Is it not too much to ask the public to respect us solely because we are "lords of all we survey" when in the school-room? True, it helps us on to respect us; the boys and girls obey us better if it is done. But is that the only ground?

After all it will be asked, does the teacher deserve the respect of the parents and the community? If he does he will get it; if not, he will get a cold upholding. We pass for what we are worth, no matter what our occupation. A man who spends his time among young people is doing a useful work, but the community will ask as to the make-up of the man, and you cannot prevent them. You can fill a wall with a stone of an ordinary kind; you can fill the same with something precious.

While visiting two communities last summer this difference was plainly seen. In each there was a neat white school-house; in each of these there were about sixty pupils. But there the likeness ceased. In one district there was a force evident that influenced the people in a thousand ways. There was a picnic, and here the teacher was an efficient helper; the people treated her as a main pillar of the society. There was a reading club and circulating library association; it was organized and carried forward by the teacher. It was pleasing to see the attention this lady received; a carriage called often for her when school was over; the gentlemen at the social gatherings conversed with her in that way that shows respect and honor.

In the other the teacher seemed to be a nobody. There were two churches and various social gatherings, and yet she did not appear as a factor in any one. In fact, it was some time before we could identify her. She went through the same routine as the other in the school-room probably, but was not felt by the people.

Now, the teacher must remember that she is a part of the world, and is fitting for the world. She must know what that world is doing and saying; she must be a part of it. She must know its customs and ways; be able to enter into social life and influence it. The teacher, it must be remembered, is an *influencer*.

Finally, as to knowing the ways of the world and being able to produce a good impression on the world—are you sure you know them? Are you sure you can do it? You know algebra? Very well; do you know social customs? You know geometry? Very well; are you able to converse well on topics that make a person wiser and happier?

## A MODERN EDUCATION.

A course of study for the primary and grammar grades of the New Haven public schools has been issued in pamphlet form. General directions are given for the guidance of teachers in their work. Among other things we find the following: "The rapid advance made in scientific discovery, and the application of this knowledge to industrial pursuits, affects education to the extent of making science lessons and industrial training almost essential in modern education."

The demand for such training having been fairly made, and the reasonableness of the demand being recognized, it behoves teachers to bring all their teaching into close relation with the practical issues of life, and the business of the world. Let actual things and events be studied. Let the hand be trained to skill in drawing, writing, sewing, cooking, and the use of tools, that the school may prepare its pupils to lead lives of honest industry."

Here is what is said in reference to the character and influence of the teacher: "If he would be respected and cheerfully obeyed, he must be genuine in thought and motive. He must have a high sense of honor, and be frank and honest. He should be slow to anger, and possess quick sympathy. He must be firm—severe if necessary—but withal calm and self-controlled. The manner of life and habits of the teacher should be above reproach, so that he can stand before his pupils as one who makes it his business to do right. The daily precept and example of God-fearing men and women in the schools is quite as potential as any religious teaching that could be introduced."

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## THE COST OF IGNORANCE.

The strike on the "Burlington Route," referred to before, has ended. It has cost, it is estimated, *three millions!* The Burlington has lost half of this, and the two thousand one hundred and six engineers and firemen, and the four hundred switchmen lost in wages \$300,000. The Brotherhood paid out of its funds \$250,000 for support of these men; it also paid out about as much more for other expenses. All this is a total loss, no one being the better. Now if that amount had been expended on schools for engineers, it would have yielded grand results. It is ignorance that costs.

## UNCONSCIOUS INFLUENCE.

After a circus performance in a country village, it is not unusual to see boys walking on fences, standing on their heads, turning somersaults, and in various ways aping the performers of the ring. Even girls catch and repeat the silly slang of the clowns, and down-tending influences long remain. On the other hand, up-tending influences of faithful, competent, and conscientious teachers are indelibly impressed on the community, as well as on the children where they labor. The integrity and love of virtue that exalted the ancient people of Tarentum above their neighbors was attributed to the residence of Pythagoras among them.

THE examination of Supt. Jasper would be a good thing, if it could be ended by giving him one of the marks "fair," "good" or "excellent." And from the published reports, it would seem that he must be let off with the former. Two such examinations and marks, and he would have to resign. That is the New York system.

If Mr. Jasper is re-elected, as he probably will be, the board can never re-elect him again, unless it immediately undertakes the reform we have pointed out. There is a rising tide; the teachers are discussing in spite of shades of the head. The press have spread the proceedings of this board far and wide. Public opinion is being aroused. The mayor will appoint men of a different stripe next winter, and then a change must come. We repeat it here again, objections to Mr. Jasper are objections to the system operated by the board of education; it is the board that is on trial. Mr. Jasper will not do what they forbid.

Some have carp'd about the salary of \$7,500. That is not too much. We think it might better be \$10,000. We have often urged that the principals of the large schools should have \$5,000 per year, they earn it.

The month of May is moving time in New York City; the 1st of May, 1888, will be remembered in the scho-

## AN OLD BROOKLYN SCHOOL TEACHER GOES TO THE POOR-HOUSE.

James M. Fenn, probably the oldest school teacher, in years and in length of service, in the state, has just been constrained by poverty and by the infirmities of age to stop work and seek an asylum in the Orange county poor-house. He came from England fifty years ago, when a young man, having a finished classical education and abilities and address that seemed to warrant him a successful career. He found employment as principal of the one public school that comprised within its district bounds, a large portion of what is now the city of Brooklyn, and in this place imparted the rudiments to what may be termed the first generation of Brooklynites. What induced him, in the height of a successful career as a teacher there, to suddenly throw up the charge, and bury himself in the wild and secluded mountain region near the head of Greenwood Lake, is a mystery which he never vouchsafed to explain. Here in the midst of a rough and scattered population, and in rude cross-roads school-houses, he has sedulously followed his vocation for more than forty years, his inner life and profound learning a mystery to all around him. He was never married, and he has no near relatives in this country. Doubtless his pupils among the older residents of Brooklyn will recall him in pleasant memories, and will hear with sorrow that age and poverty have at last brought him "over the hills to the poor-house."

WHAT should the board of education do will be asked? We would have them repeal forthwith that by-law that orders the marking of teachers: then let them arrange for systematic and philosophical instruction of the teachers. Examinations must be made; quantity is an

element of no mean importance. To know that the pupils are being properly instructed, the board could authorize the teachers of each grade to choose a committee of seven to nominate suitable questions; let these be passed on by the superintendents; let these questions be printed, and opened in every grammar school classroom on the same day; let the results be exhibited.

THE committee on the course of study in the board of education of this city will shortly consider the subject of renewing the patriotic songs in the public schools. Formerly it was the custom at the opening exercises in schools to sing national songs, and to have declamations or reading of poems or speeches of a national character. President Simmons recently observed that this custom had entirely passed away. Since the introduction of music as a study in the schools, most of the singing is the latest music.

THERE is no force greater than may be wielded by the institute. We have for years pointed out better ways, than old semi-politico-social gatherings called institutes; and we note great changes taking place. In view of this we can forgive the hard names that have been given us because we dared to intimate that a week of lectures amounted to very little.

In the notes of an institute at Jacksonville, Vt., we find the features of a training school begin to make their appearance; and we prophesy that ten years will see these features engrafted on most of our institutes. Let the teachers demand that the institutes become schools not lecture halls, and it will be done.

COMMENCING with the second week in September next, and extending through the year, we shall begin the publication of a series of articles in the SCHOOL JOURNAL ON

## SUCCESS IN TEACHING.

This subject will be treated in a most practical manner. A large number of topics will be discussed, among which will be—Preparation, physical, mental, and professional—Examinations—How to get a good place—The primary elements of school discipline—How to govern—How to teach each of the branches according to the best methods—How to get a good salary—Success with parents and school officers—Success in conducting teachers' meetings—Success in institute work—Success in public speaking—Success in public exercises, etc., etc. These are but a few of the many topics that will be considered. The author is an old teacher, has been for three years a state institute conductor, for several years a professor in a college, and several other years a principal of a normal school, and will bring to this work the full determination to make this series the best possible, and most helpful to teachers.

Another series will commence the first issue in October next on

## MORAL SCIENCE IN TEACHING. THE FIRST PRINCIPLES OF ETHICS APPLIED TO SCHOOL-ROOM WORK.

This series will continue through the year. A full account of its scope will be given in future.

OF course many of the old stand-bys will be wanted as well as the new books. Foremost is Payne's Lectures on the Science and Art of Education, (an elegant new edition), Tate's Philosophy of Education, Fitch's Lectures on Teaching, Parker's Talks on Teaching, Patridge's Quincy Methods, Currie's Early Education; and of recent date, Shaw and Donnell's School Devices, Love's Industrial Education, Shaw's National Question Book, and Seeley's Grube Method of Teaching Arithmetic, etc., etc., a grand and comprehensive list surely, and we quote low rates for use at the institutes.

WE are organizing an extensive house-to-house canvass during the summer, for the beautiful magazine TREASURE-TROVE. A few experienced agents will be trained by a manager, and then started out on a salary. Experienced men wanted at once. State full particulars and address, TREASURE-TROVE Co., 25 Clinton Place, N. Y.

YES, it's rather late to select a school library; you'll remember in the fall, when you get ready to buy, that we have a large stock of these books, and the most complete catalogue, carefully classified, of them, called "the 1,000 best books for school libraries," and the discounts are right, too.

## BRIEF ITEMS.

DR N. B. WEBSTER, formerly of Norfolk, Va., is now at Vineland, N. J. engaged in his duties as associate editor of the American reprint of the Encyclopædia Britannica.

PRESIDENT HOMER B. SPRAGUE, of the North Dakota University, has written a good article in *The Student* on "Training for Citizenship."

PROFESSOR FRANK C. WOODWARD, of Wofford College, South Carolina, has been elected to the chair of English Literature in the University of that state.

DR. WILLIAM T. HARRIS, of the Concord School of Philosophy, will deliver the anniversary address at the New Hampshire Normal School at Plymouth.

THE Port Richmond Union School is one of the largest and most progressive schools on Staten Island. Mr. Andrew I. Sherman is the present principal, and during his administration of four years there have been from 50,000 to 90,000 days of attendance of pupils. The school offers a high school course of two years. About sixty pupils have graduated from this course, many of whom are finishing their education in other schools, or occupying positions of trust. The annual reunion of graduates will take place the last of June, and the commencement exercises of the class of '88 on the last Friday in June.

EXAMINATIONS for admission to Lake Forest College, Lake Forest, Ill., of which Dr. W. C. Roberts is president, will take place July 26 and 27. They will also be given at Chicago, Springfield, and Peoria, Ill., Milwaukee and La Crosse, Wis., Indianapolis, Ind., Detroit and Marquette, Mich., Dubuque, Ia., St. Louis and Kansas City, Mo., Omaha, Neb. and Denver, Col.

WILL our subscribers, who are in arrears, kindly settle their accounts if possible before vacation? Bills have been sent recently to all whose subscriptions are due. We are glad to allow our patrons a reasonable time in which to pay, but promptness in this matter is very desirable. Editors, clerks, printers, and postage have to be paid each week; no pay, no paper, and the publishers look to their subscribers. Are you sure your paper is paid for to date? If not, please look at your label on the wrapper, and remit before you close school.

ADDRESSES are promptly changed on receipt of postal, giving old and new address. As the JOURNAL is published six times during the months of July and August, you will miss these valuable numbers unless you notify the publishers in season.

## NEWTON COUNTY NORMAL INSTITUTE.

This summer school for teachers will convene at Neosho, Mo., July 9, and continue four weeks. The course of study will embrace the branches in most common use—those required by law to be taught in the public schools, and will consist largely in reviews and the discussion of the best methods of teaching.

An admirable feature is, that work on each subject is conducted according to a certain outline selected for the occasion. A number of outlines are sent in by teachers, submitted to competent judges, and the best one is selected for use at the institute.

## STATE ASSOCIATIONS.

So. Illinois	Aug. 28-30	Nashville.
Inter-Colonial	July 17, 18, 19	St. John, N. B.
North Carolina	June 18-19	Morehead City.
Dakota	June 19, 20, 21	Madison.
Arkansas	June 20-22	Dardanelles.
Missouri	June 19-21	Sweet Springs.
Alabama	June 20-22	Bessemer.
Louisiana	June 20-22	Baton Rouge.
Ohio	June 20, 27, 28	Sandusky.
Wisconsin	July 3-5	Eau Claire.
Texas	July 2-4	Jacksboro.
Kentucky	July 3-5	Mammoth Cave.
New York	July 4, 5, 6	Watkins.
Oregon	July 5, 6, 7	Salem.
Pennsylvania	July 4-6	Scranton.
American Inst.	July 9-13	Newport.
South Carolina	July 11-13	Columbia.
National Asso.	July 17-20	San Francisco.
W. Virginia	July 17, 18, 19	Mt. Lake Park, Md.
Maryland	July 17, 18, 19	Mt. Lake Park.
British Columbia	July 5, 6, 7	Victoria.
Kentucky (colored.)	July 8, 9	Richmond.
Delaware	July 9-14	Rehoboth.
Tennessee	Aug. 7-9	Cleveland.



HON. EDWARD DANFORTH,

The twenty-seventh president of the New York State Teachers' Association, is a native of Hillsborough county, New Hampshire, and a lineal descendant of the Danforth family, which settled at Boston in 1634, one of whom was governor, and others were prominently identified with the early history of the Massachusetts colony. His father was the Rev. Francis Danforth, a new England clergyman of considerable note. His early education was obtained at home. He began the study of Latin when nine years of age, and had completed the preparatory course for college at the age of fifteen.

His professional work began in Erie county, in this state, when but sixteen years of age, where he taught district school while pursuing his college course. He was afterward principal of union and classical schools at Le Roy, Batavia and Clarkson. He also served as school commissioner in Erie county, and as instructor of teachers' institutes.

His success in the positions brought him invitations to larger and more responsible fields of labor. He went to Grand Rapids, Michigan, and in five years built up a system of schools, which were reported in the *State Gazetteer* as the model schools of the state, and which attracted much attention for the improved methods of instruction developed.

He was called to Troy, N. Y., as the first superintendent of schools in that city, and after a service there of six years, was appointed Deputy State Superintendent, remaining with Mr. Weaver through the two terms of his administration. He then accepted the position as the first superintendent of the schools of the city of Elmira. In the various places he has served, he has won the highest testimonials of success. His merits have been frequently recognized by honorary memberships in literary and scientific organizations. He received from Dartmouth College, the degree of Master of Arts, in recognition of "scholarship and professional service," and afterward the same degree from Hamilton College.

His attachment to educational work diverted him from his original purpose of practicing law. His executive ability in the management of business and financial interests have been no less marked than his tact and skill as a supervisory officer and teacher.

His connection with the New York State Teachers' Association has been long and intimate. He was present at the first meeting in 1857, and has attended every meeting since, except the one held at Rochester, although absent in Michigan five years.

WHAT books shall we study at our institute this summer? is already being asked. Many books might be suggested that, when looked over, would not be suitable for one or another reason. In a few, no mistake could be made. Among these are *Allen's Mind Studies for Young Teachers*, a concise psychology, clearly, pungently written and intended, as its name says, for young teachers. The majority of teachers at your institute are probably beginning or intending to teach. No better book could be found than this, which teaches the outline principles of the science of the mind. Since issued a year ago, six

thousand copies have been published. *Hughes' Mistakes in Teaching* is another grand little book. We have just published the new, authorized, copyright edition greatly enlarged, and entirely rewritten by Mr. Hughes of Toronto, Canada. No better short book on teaching is published. Its chapters are, "Mistakes in Aim," "Mistakes in Discipline," "Mistakes in School Management," "Mistakes in Moral Training," etc., covering 96 mistakes in all. *Mr. Hughes' Securing and Retaining Attention* is also as well worth having, a practically new book. *Frébel's Autobiography* is another of the same series. These are all bound beautifully in cloth, and retail at 50 cents each; but when bought in quantities for institutes, the cost is a mere trifle.

## PENNSYLVANIA SUMMER SCHOOL OF METHODS.

This school will be in session at Scranton three weeks, beginning July 9, and at Schuylkill Haven, for the same length of time, beginning Aug. 6. The faculty include Dr. Thomas M. Balliet, who will lecture on Educational Psychology at Schuylkill Haven only; Miss Lelia E. Patridge, Reading, principal and lecturer upon Methods of Teaching; Miss Nettie Rousseau, principal of the training department in the Alabama State Normal School; Miss Georgia M. Glines, Quincy, Mass., and Miss May Foskette, Chicago, a graduate of the Cook County Normal School, (Ill.) Supt. Will S. Monroe is secretary and treasurer of the school. There will be a general course in theory and practice, and a special course in technical training. Certificates will be given to all taking both courses.

The general course is as follows:

I. THEORY.—Lectures upon Educational Psychology, Pedagogics, Supervision, School Management, and Industrial Education.

II. PRACTICE.—Talks upon Methods of Teaching Geography, and History, Languages and Literature, Arithmetic and Natural Science, Reading and Temperance Physiology and Hygiene.

The application of these methods will be practically demonstrated by successful and experienced teachers.

The special course will consist of lessons in Illustrative Drawing, Methods in Drawing, Water Color Painting, Modeling in Clay, Molding in Sand (for Geography), and School-room Gymnastics. Instruction will also be given in the making of Language, History, and Number Charts, Tablets, etc., material for busy work, Kindergarten Occupations, and other aids for teaching.

A model school will be organized at both places. This will consist of classes of pupils representing the first four school years, with a program so planned as to illustrate the methods and devices discussed, special attention being given to the arrangement of busy work.

For particulars address Miss Lelia E. Patridge, California, Pa., till July 1; afterwards, Scranton, Pa.

## SCHOOL WORK IN NEWARK, N. J.

In the thirty-first annual report of the board of education of Newark, N. J., Superintendent Barringer calls attention to the subject of truancy and irregular attendance. There are children that should be in school, and if the law had any value, and was properly enforced, they would be. The cry is that if all who ought were forced to attend, there would be no room for them, and this undoubtedly influenced the legislators when they enacted the compulsory school law, to provide, very carefully, that the law should be inoperative in all places where there is insufficient room. So far as reports show, actual truancy in the day schools is not very prevalent. The few cases that occur could be taken care of by a truant officer. There is, without doubt, considerable truancy in the evening schools, and the evil here is much more difficult to correct.

## WRITING AND READING.

In reference to writing Superintendent Barringer says:

"Much hard work is done in this department, and in many classes fair success is attained. We seem to get better results in writing than we do in penmanship; that is, the copy-book work is well done, while the penmanship, as shown in the written exercises of the school, is not so satisfactory. Various reasons are given for this, among which may be named, that the writing of set copies is more of a pen-drawing exercise than one of penmanship; another is that the pupil, in practicing these copies, is too much cramped and restrained, and consequently deprived of that freedom of movement so necessary in rapid, easy, and graceful penmanship. . . . I fear that too much time in some classes is spent in the preliminaries of getting ready for the writing lesson. The pupil learns to write by writing, and the time assigned to this

subject should be promptly and skilfully used in the writing lesson work. The teachers should come to this exercise as thoroughly-prepared in all respects as for any other lesson of the day. The ability on the part of the teachers to use the blackboard skilfully and efficiently in teaching writing can hardly be over-estimated. In fact, readiness and grace in using the board in teaching and illustrating any subject is no mean accomplishment for any teacher."

The principals and teachers were requested to give reading a prominent place, and this recommendation was especially emphasized for the lower grades. The principals each term examined, judged, and made a record of the reading in all the classes, and this caused a healthful influence.

#### SCHOOL LIBRARIES.

The superintendent has this to say in reference to the use of libraries :

"As I understand it, the primary and fundamental object of the library is to accompany and supplement the work begun by the pupils in our schools. It is a school in itself, broad and ample, sufficiently so to meet the needs of the child, the specialist, the man of science, the university graduate, the professional man, the demands of literary culture and refinement. When the pupil leaves school he should be able to continue his self-education, should have a taste and love for reading, and should know how to use books for general reading, for culture, for reference, etc. This skill can only be acquired by careful training and long practice. The public school library is the place in which to begin this work. The teachers can easily ascertain the extent and character of the influence of the library upon their pupils by noting the increasing love of reading, the growing intelligence, the desire for knowledge, the frequent visits to the library case, the better preparation for the class-room work. Another great advantage of the library is the opportunity furnished the teacher for reference work, general reading, and high culture."

#### MANUAL TRAINING.

In discussing manual training, Superintendent Bar-ringer says :

"I have no patience with those who think it beneath them to prepare in their education to make a good and independent living. In fact, education is not an end : it is means, a preparation for such a living. I may say, in passing, that the business of life is to live. . . . The training of the hand as an instrument of the mind, and as an aid in developing and cultivating the faculties of the soul, and the general education of the individual, is, without doubt, destined to receive far more attention by educators, and in the methods of instruction used in the schools, than at any time heretofore."

#### MISCELLANEOUS.

While considerable has been done in the way of physical culture, the efforts have been in a large measure defeated on account of limited facilities. The proper steps to be taken would be the employment of a teacher for the normal school who could also instruct the teachers in the other schools, and the purchase of such simple gymnastic apparatus for the schools as can be well and readily used. The attendance at the teachers' institutes increased, although all pecuniary penalty for non-attendance was removed, and the influence of the meetings was felt in all the departments of the schools. The principals met their class teachers, weekly or monthly, and these conferences proved very influential and helpful in stimulating, encouraging, and directing the teachers in their work. The value of the Principals' Association, as now conducted, is very great to the principals and the schools. In addition to these meetings the superintendent meets the principals every month for conference concerning the interests of the schools.

Few realize the scope and influence of the teacher. The ultimate end and object of all true education should be intellectual power and moral character. The teacher often has to overcome the neglected or vicious training of the home. "I would urge all teachers," says the superintendent, "to cultivate a close acquaintance with their pupils, and thus come to know them so well that they can counsel and direct them in all matters pertaining to their best good."

#### EDUCATIONAL PROGRESS IN PATERSON, N. J.

#### MANUAL TRAINING.

Two lectures on this subject were recently given in Paterson, one by Prof. H. M. Leipziger, principal of the Hebrew Technical Institute of this city, the other by Mrs. J. H. Carter, director of drawing, in the training college of the Industrial Education Association, New York.

Professor Leipziger spoke upon "The Two H's, the Head and the Hand." *The Paterson Press* gives the following report of his lecture : "Paterson owes most of its wealth and greatness to the work of the human hand. The scientific method applied to education was due to Froebel and Pestalozzi. Froebel laid the foundation of the new education in the kindergarten. Children love play, and he combined instruction with what they love. Intelligence guides manual skill. This is an age of dy-

namic industry. The steel-clad warrior represented the old times; the greasy mechanic, the railway and telegraph typify to-day. Workmen are among the world's finest specimens of manhood ; the present Emperor of Germany is a joiner. Drawing also should be thoroughly taught. It is easier to learn than writing. Machines cannot produce art. The three 'R's,' if no industrial training goes with them, will be apt to produce a fourth 'R'—rascality."

Mrs. Carter said : "Free hand work should be as much as possible from objects, the line broad and artistic, the pencil not very sharp, the movement from the shoulder. Straight lines should be to children pictures of edges. Circles should be drawn as wholes; not on a frame of diameters. Bring in the primary and secondary colors in the papers for folding ; the cutting to line with scissors is also useful. The working in clay and patterns in paper is desirable, making paper cubes, prisms, etc. Lead the children to see the simplest laws of perspective ; the grace and effect of symmetrical arrangement. Large, simple objects like apples, pans, cups, etc., are the best objects for children to draw from."

#### THE KINDERGARTEN WORK.

Dr. J. A. Reinhart, principal of the Paterson High School writes thus to the editor of the *Press* :

"When the question of providing means for taking up the kindergarten work in Boston came recently before the common council of that city, not a vote was cast in the negative. This suggests to me the relation which Mrs. C. E. Meleney, the wife of our esteemed superintendent of public instruction, has borne to that feature of school work in our city. By nature and cultivation a superior teacher, an enthusiastic and accomplished kindergartner, Mrs. Meleney, without reward or gain other than the affectionate regard of those whom she has instructed, and the satisfaction of introducing this disciplinary and refining element of instruction into the teaching practice of our city schools, has thoroughly and carefully taught a large number of our teachers, the kindergarten theory and method.

The amount and quality of the work accomplished by her pupil teachers, would be a surprise to those who have heretofore judged the kindergarten theory by the weak and ineffectual work of those who have neither understood its spirit nor acquired its method.

It is sincerely to be hoped that this good work may not be suspended by the departure of Superintendent and Mrs. Meleney to another field of labor, but that the good seed already sown, may be allowed to bring forth its proper and abundant harvest."

#### THE PHILADELPHIA INDUSTRIAL EXHIBIT.

A wonderful array of industrial school work was opened to the public in Philadelphia, Tuesday evening, May 8, and remained on exhibition all the week. It was prepared at the expense of the Public Education Association and when all was ready, formally handed over to the board of education by the chairman of the committee. Mr. Edward T. Steele, president of the board, in accepting said that next to the Centennial Exposition, it was the most important exhibit ever made in the city. He asked the people to examine the work carefully and give it deliberate consideration in order that the community might unite at once in extending this instruction to every child in the schools.

The governor of the state was present and followed President Steele with a very able address upon the subject of industrial education. He clearly emphasized the importance of manual work as a means of intellectual development, and cited a cooking lesson he had recently witnessed as an illustration of the general knowledge and mental discipline which such exercises afforded. Governor Beaver, by the way, has appointed a commission to visit the educational institutions of this country and Europe, and prepare a report on this new element in education.

The chief features of the exposition were :—(1) classes in actual operation, (2) exhibits of work done by the pupils, (3) exhibits of supplies, (4) historical and statistical information.

The manual training school was quite fully represented, but necessarily on a small scale. In the center of the room devoted to this, were work benches, forges, anvils, turning lathes, etc., at which the boys were engaged in joinery, chipping, filing and fitting, in pattern-making, wood-turning, forging, molding, soldering, and in mechanical construction, vise work and metal turning. There was also a display of electrical work, such as modes of "wiring," winding of armatures, construction of batteries, etc., and there was a small chemi-

cal desk supplied with apparatus. Around the room were tables laden with the work produced by the pupils and the walls above were hung with drawings.

The Industrial Art School occupied the stage and had classes working in clay-modeling, wood carving, designing and drawing. These were also surrounded by specimens of finished work.

On a raised platform in the center of the room were cooking, sewing, and kindergarten classes in operation from 10 to 12 a. m., from 3 to 5, and from 7 to 9 p. m.

The "bulk" of the exposition was the specimens of the pupils' work. In this the *kindergarten* was represented by all the gifts and occupations ; the *primary* by drawing, penmanship, and clay modeling ; the *secondary* schools by drawing, map-drawing, penmanship, clay-modeling (which included relief maps), and sewing ; the *grammar* schools by constructive, representative, and decorative drawing, penmanship, sewing and clay-modeling.

The *Industrial* school displayed model and objective drawing, decorative design, wood-carving, and clay-modeling ; the *Girls' Normal School*, drawing (constructive, representative and decorative), and sewing ; the *Central High School* drawing (as above) and map-drawing.

The quantity of sewing displayed was astonishing and consisted of every imaginable variety from the simple pocket-handkerchief to elaborate dresses. Some were highly-ornamental.

The maps furnished another noticeable feature,—some represented the animals of the different zones by pictures of the various species pasted on their respective localities; others represented the products in the same way. One large map about 5x3 showed the products of the two continents in their respective places with ships pasted upon the principal lines of navigation.

Every little way was to be seen construction work in clay, colored paper or pasteboard. These consisted of the usual forms—spheres, cube, cylinder, square and triangular prisms and pyramids, cones, etc. In the clay were also imitations of various fruits and vegetables, modeled from the object.

A very instructive feature, for the general public was the school room of 1888 and the school room of the present adjoining each other. The former contained rows of rough board benches and desks, a small blackboard, and a bundle of 'birches' hanging just over the teacher's chair. The latter contained rows of polished single desks, of the most approved pattern, a large, handsome desk for the teacher, with capacious drawers and pigeon holes, a waste-basket, a side-table containing a pair of scales, weights, dry and liquid measures, and a box of forms. A large blackboard extended across the room behind the teacher's desk ; on another side was a well-filled book-case, with drawers holding crayons, pencils, erasers and other supplies ; there were a mounted abacus, globe, reading, writing, and singing charts and a frame for displaying drawing. The walls were ornamented with artistic geographical and natural history pictures ; a case of maps are arranged over the teacher's desk, each on a separate roller with a small chain hanging down within easy reach ; there was a molding board with zinc lining, supplied with sand, and a capacious umbrella holder for rainy days.

The Philadelphians have taken an almost enthusiastic interest in the Exposition. They flocked to it in crowds. Tired mothers could be seen eagerly looking for Annie's and Johnnie's work among the piles and piles that met their astonished gaze ; fathers bent with pride over the joints, bolts and rings their sons had constructed, and the daily papers devoted long columns and long editorials to the subject. From all over the state, and from adjoining states delegations of teachers came on tours of inspection. Adelphi Academy, Brooklyn, sent a corps of teachers, and Mr. Charles Pratt, came down on the evening of the opening. Supt. Meleney and Mrs. Meleney were present during the week, and among the other notable visitors were, Supt. Jones, of Indianapolis ; Miss Catherine Kellogg, of Chicago ; Miss Lelia Partridge, Supt. Synder, of Reading, Mr. Balliet's successor ; Mrs. Carter of the Industrial Education Association, New York, and Supt. Harman, of the Hazleton public schools.

Telegrams were received from the local committee of the National Educational Association at San Francisco, asking that the exhibit be sent there for the July meeting, and another from a commissioner of the Australian government offered to bear all the expenses of transportation to Melbourne and back, if the exhibit might be transferred thither in time for the International Exhibition in August.

These facts fill the Philadelphians with justifiable pride, and promise to be of much assistance to Superin-

tendent MacAllister in his work of regenerating the public school system, which was the object of its inauguration.

The task to which Superintendent MacAllister has been devoting himself for the past few years is almost Herculean. To completely overturn a vast educational system, nearly as large as that of New York, in the face of ignorance and opposition from both public and teachers, requires the utmost tact, energy, good judgment, and sound convictions. These Mr. MacAllister has and they are beginning to tell. The people are opening their eyes to the fact that school work is more important than they supposed and that mere politicians are not so well qualified to attend to it as those who know something of the business. The progressive teachers have unbounded confidence in their superintendent and speak of the work he has introduced with pride and pleasure, crediting it all to him.

But, as in every large city, there is a very large conservative majority and a strong opposition. Of the conservative there is hope, as soon as they can be led to look beyond the four walls of the room in which they have worked for years. One of these visited the Exposition early in the week, and seeing there the work that other teachers in the city had been doing, went home and sent in her resignation. She said she was conscious of being behind in her profession, and she thought it was her duty to give up her place to some one who could do better work. As soon as Superintendent MacAllister heard of this he wrote her at once to keep her place, "When once a conscientious teacher sees that she can do better, she will begin to try. The trouble is to get them to see that there is room for improvement," he said.

The board has given the superintendent power to dismiss the schools one afternoon in each month and call the teachers together to talk over their work. He usually meets the principals himself, and some of his assistants meet the class teachers. At first two and three hundred teachers were called together at once, but it was found that better work could be done with only about a hundred at a time. A great deal of interest is being aroused in this way. As for the old fogies who persist in standing where they are, the time will undoubtedly come soon when the public will demand their resignation. They will either have to move, or—move. The Philadelphia public is too wide-awake now on the subject of education to allow retrogression or stagnation.

E. L. BENEDICT.

#### BRIEF.

By MISS JENNIE B. MERRILL, Normal College, New York City.

1. The mandatory clause has been removed. The power to grant or withhold the \$125,000 remains with the board of apportionment. The bill therefore supports home-rule. The present cost of the college is \$115,000—not \$90,000 as has been stated. We can furnish the items.

2. Our principal argument is our belief in higher education, (a) for boys, (b) equally for girls, (c) at public expense.

The College of the City of New York was established by a direct vote of 19,000 against 3,000. Will our fathers withhold from their daughters what they granted to their sons twenty-two years ago?

3. The Normal College was established eighteen years ago with a three years' course. In 1880, the course was extended to four years. The success of the fourth year, which has been far greater than was anticipated, urges us to make further efforts. It is not too soon. We believe indeed that we have been dilatory.

4. The immediate effect upon the normal department will be to lessen the numbers of those preparing to teach, thus enabling us to do better work, and relieving the pressure for positions in the schools. This year we expect to graduate three hundred, all of whom receive licenses to teach. In our present senior class we have sections numbering fifty-eight. It is needless to say that such numbers are inconsistent with the best results.

5. The advanced course will elevate the teacher's standard by furnishing an incentive to continued study after graduation, in hope of winning a degree later on.

6. We desire to extend the work of the pedagogical department. It requires more time and greater maturity to study the history of pedagogy, and to judge of educational systems in the light of psychology. At present our work is confined mainly to the study of principles and methods of teaching.

7. We shall work, as we always have done, for the best interest of the primary school.

Our advanced position is shown by our stand taken for the kindergarten ten years ago,

With an increased appropriation we hope to establish a special class for the training of kindergartners as the proper foundation for the work in manual training.

8. We regret the opposition of the women on the school board. We believe in them even though they oppose us. We feel confident that were they indebted to the common school system as we are, having been connected with it from our childhood, that they would be ranged on our side, and would be looking to this great system for an influence that it can never exert in the community, unless it fosters higher education.

#### THE GRADING OF COUNTRY SCHOOLS.

##### THE EVIL.

The system of ungraded schools is better than no system at all. This is all that can be said about it. Under such a system much harm is done. Teachers are often employed on small qualifications, examined by ignorant men, and changed frequently. There is nothing to induce children to stay in school. The incentives to faithful study are wanting, because there are no promotions, and no recognition of a completed course.

Schools must be graded before they can do their best work. That thinking men are earnestly advocating such a measure is seen in certain forcible statements concerning the need of it. President E. R. Eldridge, of the Eastern Iowa Normal School, says:

"You do not need to be told of the discouraged big boys and girls so numerous in our rural districts. Energy they have, but they know not which way to go, but flounder in the darkness. \* \* They lose their love for books and school and resolve to give it all up as a bad piece of business. Do I overdraw the picture? I am convinced that I do not, by my ten terms as a teacher in rural work, my four years as superintendent of a county, my many, many visits among such schools, my talks with scores of pupils from these schools who have fled from them long ere they are ready, to enter this Normal School, and my talks with hundreds of teachers of these schools, and with the county superintendents over them.

Give these healthy boys and girls well arranged and well managed courses of study to work upon, and my word for it, they will cover a good high school course by the time they are sixteen years old, and will then be so filled with the love of wisdom that they will press on to a still higher education."

Hon. D. L. Kiehle, State Superintendent, of Minnesota, is quoted as saying:

"The city and town feel the full influence of the thought and spirit of the age; are perfecting their plans of organization, supervision and instruction; command the services of the best teachers; and give them the most improved apparatus and conveniences for instruction. But our country schools are about where they were a quarter of a century ago."

The opinion of ex-State Supt. J. W. Akers, of Iowa, is summed up as follows:

"It is merely a waste of money to attempt to make good schools and do economic, effective work without proper classification and constant local supervision. Teachers need to work together, and this requires a directing, supervising head. Pupils waste and lose time, and the people squander their money where schools are conducted without system and orderly arrangement. Organize the district system; give good classification, and local supervision, and you can increase the efficiency and the value of your district schools one hundred per cent."

President Eldridge of Iowa says, truly:

"As the traveler without a chart or guide of other kind becomes bewildered and finally lost tramping round and round over the same space, so the teacher and pupils, laboring without a course of study, must wander aimlessly about in treadmill fashion, over and over the same work."

Mr. Geo. A. Walton, agent of the Massachusetts Board of Education, says:

"Observations in schools show that where there is no well arranged course of studies, the schools are imperfectly graded. They also show that the schools are well graded in proportion to the vigilance of *school officials* in holding the teachers to the prescribed course, through their examinations, and through the examination of the several classes in passing over the course prescribed. And actual results demonstrate that *at least one year in six is saved* in completing the ordinary branches of study, by even an imperfect grading of schools."

##### THE REMEDY.

The remedy, or a partial one, lies in the hands of the county superintendent. He should supervise, as the city superintendent does, the course of study, and advise as to the instruction and management of schools. In the words of Hon. D. L. Kiehle: "He should be medium of communication between his schools and the educational world. He should therefore know what results of study and experience in improved methods and appliances of instruction are available for the use of his own school, and should study how to disseminate this knowledge among the people."

Superintendent J. F. Saylor, of Montgomery county, Iowa, seeing the need of such classification, is working for its establishment. His plan, which went into operation last month is to supervise, with the aid of the secretaries of the boards of education in each district, the schools belonging to it. He proceeds upon the basis that the school boards grade the schools, not the teachers or county superintendent. These secretaries are authorized by their boards to visit schools and carry such instructions of the county superintendent as may seem necessary to supplement the course of study. They will be thus employed twenty days in each year, and will be paid for their service. Itemized statements of the condition of schools, in every particular, will be given by them to the superintendent.

A code of rules, sent out by Supt. Saylor, states that pupils will be regularly promoted, and will be graduated after furnishing a prescribed course of study. He says that this plan has met with wide approval among the boards, and that the secretaries are thoroughly interested in it.

#### SUMMER SCHOOLS.

National Educational Association, San Francisco, Cal.	July 17-30	James A. Canfield, Lawrence, Kan.
Chautauqua Literary and Scientific Circle, Chautauqua, N. Y.	July 5-Aug. 28	W. A. Duncan, Syracuse, N. Y.
Seaside Summer School, Asbury Park, N. J.	July 16-Aug. 3	Edwin Shepard, 77 Court St., Newark, N. J. A. H. Kelley, 208 Lexington St., E. Boston, Mass.
Saratoga and Round Lake (N. Y.) Summer School.	July 25-Aug. 14	Rev. B. B. Loomis, Ph.D., W. Troy, N. Y.
Summer School of Languages, Amherst College, Mass.	July 2-Aug. 6	Prof. W. L. Montague, Amherst, Mass.
Summer School of Pedagogy, Ann Arbor, Mich.	Aug. 6-17	Supt. L. R. Halsey, Battle Creek, Mich. L. C. Hull, Lawrenceville, N. J.
Summer School for Teachers, Glens Falls, N. Y.	July 25-Aug. 15	W. J. Ballard, Jamaica, N. Y. Sherman Williams, Glens Falls, N. Y.
National School of Elocution and Oratory, Phila. (Summer Session) Grimsby Park, Ontario, Can.	July 2-Aug. 11	Chas. C. Shoemaker, Phila., Pa.
Summer School of Methods, Scranton, Pa.	July 6-Aug. 3	Miss Lelia E. Patridge, Reading, Pa.
Tonic Sol-Fa Institute, New York City.	July 9-23	Theo. F. Seward, East Orange, N. J.
The Island Summer School, Martha's Vineyard, Mass.	July 16-Aug. 19	Wm. A. Mowry, 50 Bromfield St., Boston, Mass.
Summer School for Teachers, Niantic, Conn.	July 6	Hon. Chas. D. Hine, Sec'y State Board of Education, Hartford, Conn.
State Normal School, Winston, N. C.	July 10-27	William A. Blair, Winston, N. C.
School of Expression, Boston, Mass.	July 9	S. S. Curry, Ph.D., 15½ Beacon St., Boston, Mass.
Iuka Normal Institute, Iuka, Miss.	June 18-July 27	H. A. Dean, A.M., Iuka, Miss.
Wayne County Summer Normal School, Honesdale, Pa.	July 16-Aug. 17	Geo. W. Twitmyer, Honesdale, Pa.
Normal Institute, Gove City, Kansas.	June 11-July 6	R. F. Mallaby, Gove City, Kan.
Jacksboro Summer Normal, Jacksboro, Texas.	July 5-Aug. 2	T. B. King, Jacksboro, Tex.
White Mountain Summer School, Littleton, N. H.	1st Term, July 10-Aug. 10 2d Term, Aug. 21-Sept. 21	D. P. Dame, Littleton, N. H.

**WHY CITY TEACHERS DO NOT ATTEND THE STATE AND NATIONAL ASSOCIATION MEETINGS.**

Some time since we addressed the following letter to all the principals of the boys', girls', and primary departments in this city and Brooklyn:

"It is a subject of quite general remark, among educational men and women, in all parts of our state and country, that New York and Brooklyn teachers, with a few exceptions, do not attend the meetings of the state and national associations, and the question is frequently asked: 'Why is this so?' Will you favor us with a brief answer to this question. This certainly is an important subject."

Below will be found extracts from replies received.

## I.

"I wonder that with your experience of New York school doings, methods and results, and with your intercourse with the personnel you do not divine the major reason. Without real, honest interest, what trouble would you take, what desire would you have to know, the best methods, and what efforts would you take to secure the best and highest results?"

## II.

R. F. LEIGHTON.

"I have myself noticed this same apparent indifference on the part of the Brooklyn teacher to what the rest of the educational world (if you will permit the expression), is doing and with what apparent satisfaction they draw the drapery of their couch about them, and lie down, hugging the illusion that the schools of Brooklyn are the best in the world, and will remain so for all time, on account of the influence that emanates from the present generation; for this influence, Chancer tells us in his 'House of Fame,' will go on widening forever."

## III.

F. H. MOORE.

"I am only one of the great community of Brooklyn teachers, but I can readily state the reason why I do not take a more active interest in the meetings of the state and national association.

When I was at the head of a flourishing village school, in the central part of the state, I used to attend the state association regularly.

I was then in a position to mold the school and make valuable use of the suggestions received at the associations, now I am a part of a great machine and my business is to so conduct my part of the mill as to grind out my quota of 'graduates' at regular intervals.

In the country, I dealt with the individual pupil, and felt it was at least instrumental in developing the man or woman; here I deal with the mass, and grow such as can stand the nourishment into graduates of the regulation pattern.

We serve the same quantity of pork and beans, hash and water, daily, to the intellectual athlete and to the sickly intellect suffering with some chronic disorder. The former digests a part and graduates; the latter staggers a while under the load and dies of exhaustion.

There is sufficient humiliation in being conscious that one is helping in this execution of the innocents, without going to an association to hear fresh accusations. Originality in one of our great systems, innovations that might check the progress of the grinding, even though they improved the product of the mill, are at a heavy discount. Blind obedience to the rules of instruction and discipline, is the only road to success in the great system."

## IV.

"You ask why we do not attend the national and state meetings. I, in return, ask why should we go? Suppose I go and get some ideas, will I be allowed to use those ideas? Is there a premium on ideas in the New York public schools? Is a teacher more valued because she puts ideas in her teaching? Now it is a motto the New York teachers learn, not to be wise beyond their years. They are told to do certain things in certain ways. If they do them differently they get into trouble. Hence, to go to Chicago, and hear of different ways would only confuse me. I find myself just as well off at the sea-shore. I am told no teachers go to these meetings from this city; it is safe to be with the majority. None of the superintendents go, either, except Mr. Calkins, and he, they say, had a bee buzzing in his ear."

## V.

E. H. BOYER.

"I have tried to learn from individual teachers the reason for the general non-attendance of the instructors in our New York City public schools, at the meetings of the state and the national teachers' associations. Each gave a different reason, personal in every instance. I am compelled, therefore, to give you an opinion founded upon my own knowledge of the conditions under which our city teachers do their work. To this opinion only such weight should be ascribed, as my opportunities for observation and my ability to form accurate conclusions relative to this matter evidently entitle it to. Our New York City public schools have always been conducted under special laws enacted for their government by the legislature. Our boards of education or boards of public instruction have always been entrusted with plenary powers in the discharge of their duties. These boards of education and boards of public instruction have prescribed the exact methods of conducting our schools even down to the minutiae of the order of exercises and the time to be spent in each study. The method of teaching every subject is prescribed in the Teachers' Manual, which is, as adopted by the board of education, as binding upon every teacher as the by-laws of the board. The only ways open to a teacher by which modifications of the methods prescribed can be secured are, first, appeals to the legislature of the state and second, molding public opinion which ultimately will move the board of education to change, where change is demanded imperatively.

As the vast tide of immigration entering at this port leaves its weakest elements stranded here—we in the schools of this city are called upon to engage in a hand-to-hand conflict with a mass of

heterogeneous elements nowhere else encountered. Polish and Russian peasants, Italian laborers, and the never-ebbing tide of German and Irish immigrants all send their children to be Americanized in the schools of this city; and the work is done. It is well done. It is an unceasing labor for all engaged in it. Superintendents, principals, class-teachers—all must labor with seal and fidelity in well-tested ways, and with thoroughly tried methods.

There is no time to theorize, nor to try experiments. Every effort must yield a result. There may be better plans, better methods of presenting subjects of instruction, but we here in New York City cannot afford to try them until we can do so without losing ground. Over the whole system, cool heads and honest hearts keep faithful watch, and when the time for a change for the better is opportune the signal is given and the whole line changes front like an army in the presence of its enemy.

This is why in my opinion New York teachers do not attend "State" and "National Association" meetings. They could give nothing and could gain nothing beyond fellowship with their co-workers throughout the country, which, while desirable in itself, would not compensate them for the entire freedom from all association with school work, which their plan of scattering themselves among the mountains, and beside the sea at present affords them. The strain for ten months in the year is so excessive upon my own vitality that I, although I am an enthusiast in my work as educator, never permit school to be introduced to attention from July 3 to the second Monday in September in each year."

## VI.

L. B. HANNAFORD.

"It is possible, that years ago, we did not feel as much interest in educational questions as we should have done; but since that time, perhaps we have been too much occupied by the demands of our own home-work, to find much time to devote to subjects of a more general nature.

Our curriculum has been enlarged, and our school standard has been raised to such a point, as to call for more labor and effort on our part, in selecting or inventing the best methods of instruction and government.

Besides the general meetings of our association, for lectures, discussions &c., we have monthly meetings of "sections," consisting of teachers of the same grade, to consider and discuss subjects belonging to their own particular grades.

We have, also, classes formed for "Special Studies," such as languages, literature, &c.

From the above you will see that the public school teachers of Brooklyn are very busy, doing *their own work*, even if they do not attend the meetings of the state and national associations. It is to be hoped that they will take more interest in these meetings in future, as more liberal salaries are paid, and superior qualifications are demanded."

## VII.

JOHN MICKLEBOROUGH, PH.D.

"In reply to your question, permit me to state, the same note might with great propriety be addressed to the teachers in nearly, if not quite, all the large cities in this country, as well as to Brooklyn teachers; not that all are equally negligent, but certainly an overwhelming majority of city teachers do not attend the state and national associations.

During my short residence (less than three years) in Brooklyn, it has become apparent that outside of our local organizations, there has been little interest manifested in the state association, and still less in the national. Before attempting to assign a cause for this apathy, allow me to call your attention to the work of the past year, by the Brooklyn Teachers' Association. It is questionable whether the teachers in any other city can show a more active and efficient organization. The association had one thousand two hundred and sixty-one members, and one hundred and sixty-three associate members.

Ten classes were organized in seven subjects, Psychology, Physical Training, French, German, Latin, English Literature, and Penmanship. At an expenditure of \$600 "lessons were given by instructors of a high order of talent to enthusiastic classes." Abstracts of the lectures on psychology by Dr. Nichols M. Butler, appeared in the columns of *THE SCHOOL JOURNAL*.

Besides these special subjects, there were sectional meetings, at which class-work was exemplified and pedagogical questions discussed.

It is unnecessary to state that the members of the association had the enjoyment of two entertainments and four exercises which met with "decided popular acceptance." The teachers and their friends, to the number of sixteen hundred, will long remember the pleasant annual excursion to Roton Point on the Sound. The social feature is not lacking among the teachers of our city.

Now you suggest that we include the state in our pedagogical effects and social recreations.

Having shown that much was done in Brooklyn during the past year, that was unknown to *THE SCHOOL JOURNAL*, for it is remembered there are many earnest, enthusiastic men and women among our number, who do much valuable service to the cause of education, but who seek no publicity, and hence are not made famous in the columns of educational journals, let me endeavor to assign a cause for the non-attendance referred to.

The local organizations have furnished so much association work, that the necessity for any more has not been felt.

Our ablest thinkers, writers, and speakers, have had ample opportunity during the year to meet their peers, and participate in debate on the leading educational problems of the day.

Superintendents and high school principals in small towns, will always take greater delight in meeting their peers on these annual occasions, than those who have had so many similar opportunities during the session.

Again the exhaustion arising from school work, and the numerous attractions and entertainments in a large city, demand cessation and rest as soon as vacation begins; hence the tendency to seek the quiet of some sea-shore nook or the genuine pleasures of rural simplicity, rather than the pedagogical program of the state association. In conclusion, permit a suggestion to the executive committee, that work be assigned to Brooklyn for the next state association, and see if the teachers here will not fully measure up to the occasion, and become interested in its future meetings. It is all too true, that last July three hundred and fifty teachers from Brooklyn and New York, (and the writer, as one of the excursion committee, was with them) went to Niagara and Watkins Glen, and enjoyed a most delightful excursion at the time of the state association. If executive clemency will only pardon this monstrous crime against the commonwealth, there will be an effort made to conduct a grand excursion to Watkins next July. Now, sir, knowing the beauties and delights of Watkins Glen, with its tortuous course of three miles, with its ascent of eight hundred feet above Seneca Lake, with its rocky arades, and galleries, with its numerous cataracts and foam-crested whirlpools, etc., we will urge all teachers to attend the next session of the New York State Teachers' Association."

## RECEPTION DAY.

### A MIDSUMMER EXERCISE.

Arranged by ANNIE ISABEL WILLIS.

Teacher :-

Let us learn what we can of July.

First pupil :-

When the scarlet cardinal tells  
Her dream to the dragon fly,  
And the lazy breeze makes a nest in the trees,  
And murmurs a lullaby.

(Very small pupil) — It is July.

When the tangled cobweb pulls  
The corn-flower's cap away,  
And the lilies tall look over the wall,  
To bow to the butterfly.

(Very small pupil) — It is July !

— SUSAN HARTLEY SWETT.

Second pupil :-

A rhythm of reapers! a flashing  
Of steel in the meadows; a lashing  
Of sheaves in the wheatlands; a glitter  
Of grain builded streets, and a twitter  
Of birds in a motionless sky.

(Very small pupil) — And that is July !

Third pupil :-

A rustle of corn-leaves; a tinkle  
Of bells on the hills; a twinkle  
Of sheep in the lowlands; a bevy  
Of bees where the clover is heavy;  
A butterfly blundering by,

(Very small pupil) — And that is July !

— JAMES NEWTON MATTHEWS.

Fourth pupil :-

Oh, life is rife in the heart of the year,  
When midsummer sun sails high;  
And under the shadows of spike and spear,  
In the depth of the daisy sky,  
There's a life unknown to the careless glance;  
And under the stillness an airy prance,  
And slender, jointed things astir,  
And gossamer wings in a sunny whir,  
And a world of work and dance.

— MRS. MARY MAPES DODGE.

Teacher :-

What do we do in July?

Fifth pupil :-

O, we lie in the ripening grass  
That gracefully bends to the winds that pass,  
And we look aloft the oak leaves through,  
Into the sky, so deep, so blue !

And oh, we feel as utterly free  
As the ricebird singing above on the tree,  
Or the locusts piping their drowsy whir,  
Or the down that sails from the thistle burr !

— Adapted from WILLIAM R. THAYER.

Sixth pupil :-

In idle mood, this happy day,  
I let the moments drift away;  
I lie among the tangled grass  
And watch the crinkling billows pass  
O'er seas of clover.

— EBEN E. REXFORD.

Seventh pupil :-

I seek the coolest sheltered seat,  
Just where the field and forest meet,  
Where grow the pine trees tall and bland,  
The ancient oaks austere and grand,  
And fringy roots, and pebbles fret  
The ripples of the rivulet.

— J. T. TROWBRIDGE.

Eighth pupil :-

I watch the mowers as they go,  
Through the tall grass, a white-sleeved row;  
With even strokes their scythes they swing,  
In tune their merry whetstones ring;  
Behind the nimble youngsters run,  
And toss the thick swaths in the sun.

— J. T. TROWBRIDGE.

Ninth pupil :-

I have closed my books and hidden my slate,  
And thrown my satchel across the gate,  
My school is out for a season of rest,  
And now for the school-room I love the best.

My school-room lies on the meadow wide,  
Where under the clover the sunbeams hide,  
Where the long vines cling to the mossy bars,  
And the daisies twinkle like fallen stars.  
Where clusters of buttercups gild the scene,  
Like showers of gold-dust thrown o'er the green,  
And the winds' flying footsteps are traced, as they  
pass,  
By the dance of the sand and dip of the grass.  
—KATHARINE LEE BATES.

Teacher :—

What are some July flowers?

Tenth pupil :—

Amid the wheat, amid the wheat,  
The poppies find a shy retreat ;  
With every breeze that blows is blent  
Their aromatic, drowsy scent.

—CLINTON SCOLLARD.

Eleventh pupil :—

Here's flowers for you,  
Hot lavender, mints, savory, marjoram ;  
The marigold that goes to bed with the sun,  
And with him rises weeping ; these are flowers  
Of middle summer.

—SHAKESPEARE.

Twelfth pupil :—

Beside the cottage porch,  
The sunflower's shining torch  
That, marked with rings of summer's coming,  
Stands in proud splendor there  
Where all the noontide air  
Is drowsy with the sweet bees' idle humming.

—CAROLINE SEYMOUR.

Thirteenth pupil :—

On long, serene midsummer days  
Of ripening fruit and yellowed grain,  
How sweetly, by dim woodland ways  
In tangled hedge or leafy lane,  
Fair wild rose thickets, you unfold  
Those pale pink stars with hearts of gold !

—EDGAR FAWCETT.

Fourteenth pupil :—

Pale clematis that o'er the brier  
Runs with frail feet that never tire,  
Beside rough roads. —HELEN GRAY CONE.

Fifteenth pupil :—

Saw a boy three lilies white,  
Lilies in the river,  
Hearts half open to the light,  
Full of golden arrows bright,  
Each a silver quiver,  
Lilies, lilies, lilies white,  
Lilies in the river.  
  
Said the boy, "I'll pluck you there,  
Lilies in the river!"  
Said the lilies, "If you dare  
You shall drown, or homeward fare  
Dripping and a-shiver!"  
Lilies, lilies, lilies white,  
Lilies in the river.  
  
Wilful still the boy would clasp  
Lilies in the river;  
Tumbled in e'er he could grasp,  
Scrambled out with puff and gasp,  
Plucked no lilies ever.  
Lilies, lilies, lilies white,  
Lilies in the river. —F. W. BOURDILLON.

Teacher :—

What insects come in midsummer?

Sixteenth pupil :—

In the gloomy wood begins  
Noise of insect violins ;  
Swarms of fireflies clash their lamps  
In their atmospheric camps,  
And the sad-voiced whippoorwill  
Echoes back from hill to hill,  
Liquid clear above the crickets  
Chirping in the thorny thickets.

—FRANK DEMPSTER SHERMAN.

The cricket on its bank is dumb ;  
The very flies forget to hum ;  
And save the wagon rocking round,  
The landscape sleeps without a sound,  
The breeze is stopped, the lazy bough  
Hath not a leaf that danceth now.

—JOHN CLARE.

Seventeenth pupil :—

Burly, dozing humble-bee,  
Where thou art is clime for me,  
Let them sail for Porto Rique,  
Far-off heats through seas to seek ;  
I will follow thee alone,  
Thou animated torrid zone. —EMERSON.

Eighteenth pupil :—

I watch the fireflies drift and float ;  
Each is a dreamy flame,  
Star-colored each, a starry mote,  
Like stars not all the same ;  
But whiter some, or faintly green,  
Or warmest blue was ever seen.

—AGNES M. F. ROBINSON.

Teacher :—

I want the little ones to tell me something of nature in summer. Seven little girls recite the following, according to the numbers :

1. The butterfly and the humble-bee  
Come to the pleasant woods with me ;
2. Quickly before me runs the quail,  
The chickens skulk behind the rail ;
3. High up, the lone wood-pigeon sits,  
And the woodpecker pecks and flits ;
4. Sweet woodland music sinks and swells,  
The brooklet rings its tinkling bells ;
5. The swarming insects drone and hum,  
The partridge beats his throbbing drum ;
6. The squirrel leaps among the boughs,  
And chatters in his leafy house :
7. The oriole flashes by ; and look !  
Into the mirror of the brook,  
Where the vain blue-bird trims his coat,  
Two tiny feathers fall and float.

—J. T. TROWBRIDGE.

Teacher :—

Tell me of summer nights.

Nineteenth pupil :—

The air is heavy with the perfume sweet,  
From roses in the garden ; there's a low,  
Soft rustle as the trees the zephyrs greet,  
While flocks of feathery moths fit to and fro.  
  
On such a night as this the fairy queen,  
Titania, with her merry band of sprites,  
Her court has held within some sylvan scene,  
Like that which now the luminous firefly lights.

—GEORGE CHINN.

Twentieth pupil :—

The seven stars shine out above the mill,  
The dark, delightsome woods lie veiled and still.  
Hush ! hush ! the nightingale begins to sing,  
And stops as ill-contented with her note ;  
Then breaks from out the bush with hurried wing,  
Restless and passionate. —JEAN INGELOW.

Teacher :—

What has been said of summer rain ?

Twenty-first pupil :—

In a scurry of clouds  
Sudden day fell.  
What ho ! ye swallows !  
All is not well.  
O'er the frightened sea  
The storm-cloud leaps,  
And its shadow behind,  
Like a garment, sweeps.  
The slant rain beats  
The sea into froth,  
The hoarse winds have left  
Their home in the north.  
Now all is blotted,  
The world is no more,  
But water and wind,  
And the sea's uproar.

—GEORGE W. W. HOUGHTON.

At sunset, overhead,  
Sailing from the gorgeous west,  
Came the pioneers abreast,  
Of a wondrous argosy,  
The Armada of the sky,  
\* \* \* \* \*

Then diverging, far and wide,  
To the dim, horizon's side,  
Silently and swiftly there,  
Every galleon of the air,  
Manned by some celestial crew,  
Cutt its precious cargo threw,  
And the gentle summer rain,  
Cooled the fevered earth again.

—E. C. STEDMAN.

## THINGS OF TO-DAY.

Leprosy is spreading at an alarming rate in Russia.

The French Government is negotiating with the Eastern Railway Company to alter the route of its trains in order to prevent eastward bound passengers from going through Alsace-Lorraine.

Artists and their friends ask for the removal of the tax on art.

Memorial Day was celebrated in New York by a grand parade, which was reviewed by President Cleveland.

Henry George was formerly read out of the United Labor party.

Dr. Gersung of Vienna is credited with transplanting the nerve of a rabbit to the thumb of a man.

The exports of coffee from this country since Jan. 1 have been enormous.

Rev. Dr. William F. Morgan, rector of St. Thomas' Protestant Episcopal church, died in New York.

A committee of the Canadian parliament has just made an interesting report concerning the extent and resources of British North America.

The Wisconsin Prohibitionists have nominated a state ticket.

Sir Thomas Henry Grattan Esmonde, M. P., a Parnellite, was given an enthusiastic reception in New York.

Dr. J. N. Thoburn was elected a Methodist bishop for India.

The Ohio Prohibitionists will put a woman suffrage plank in their platform.

The population of Chicago is estimated at 800,000, and its property valuation (for purposes of taxation) \$161,204,535.

The centennial of the Presbyterian church was celebrated, May 24, by the two general assemblies at Philadelphia.

A centennial music festival was held at Cincinnati.

Gen. Sheridan is ill, and his symptoms have alarmed his friends. General Boulanger is fifty-one years of age; older than most men who have aimed at self-aggrandizing revolutions in France.

There is talk of the Rev. Dr. Bodine, president of Kenyon College, as the successor of the Rev. Dr. Geisley, in the rectorship of the church of the Epiphany at Washington.

David Dudley Field will deliver the memorial oration, in honor of the late president Mark Hopkins, at the next commencement of Williams College.

## FACT AND RUMOR.

A novel plan has been adopted by G. N. Rhames, manager of St. Stephen's College, Annandale, N. Y. He has secured Otsego Camp on the shore of Otsego Lake, and proposes to give instruction combined with recreation. The camp will open June 27, and continue ten weeks.

C. Powell Carr, a graduate of the school of mines, Columbia College is preparing a manual of American colleges, which will give in classified form all the leading colleges, universities, technical and professional schools, with a resume of information concerning them.

Hong Yen Chang, a Chinaman, who was educated at Yale studied law at Columbia, and afterward became a naturalized American citizen; was recently admitted to the bar of New York, having been once refused. The first refusal was an arbitrary exercise of "discretion," on the part of the judge.

Entrance examinations for the Massachusetts Institute of Technology took place May 31, and June 1. Other examinations will be held Sept. 18 and 19.

The corner-stone of the new Catholic University was laid at Washington. President Cleveland and many distinguished prelates were present.

Distress after eating and other dyspeptic symptoms are cured by Hood's Sarsaparilla.

## EDUCATIONAL NOTES.

## ALABAMA.

The attendance at the State Normal College has increased during the last months of the term, as the faculty prepared a special course for teachers. Institute work began May 7, and continued until the close of the school, May 31.

It is rumored that Prof. M. L. Frierson, one of the faculty of the normal college, will resign at the end of the present term, in order to accept the position of president of the Florence Synodical College.

A recent correspondent of the Montgomery Advertiser nominates for State Superintendent, Prof. Jas. K. Powers. Prof. Powers is an energetic teacher, is one of the most widely-known educators of the state, and is fully abreast with the most progressive ideas of education. If he will consent, his candidacy will be very popular with the teachers of Alabama.

The Butler County Colored Teachers' Institute, was held at Greenville recently.

The Talladega County Teachers' Institute met at Talladega recently. Though the attendance was small, the meeting was interesting, and many educational questions were discussed.

Prof. Russell, of the Gaylesville High School, recently delivered an interesting lecture on geography. The county institute was held on the following day.

At a meeting of the board of trustees, Prof. E. D. Acker, was unanimously re-elected as principal of the Verbena High School. May 11, the senior class of the Southern University, Greensboro, celebrated Arbor Day. Mr. A. D. McVoy was the orator of the occasion. The exercises were very interesting.

The patrons of the high school at New Market, Madison county, are making preparations to erect a new building.  
Cross Plains.

JAMES W. WESSON.

CALIFORNIA.

The annual examinations of Los Angeles county, will be made the basis of an exhibit for the National Educational Association.

The examinations after being corrected, will be copied on uniform paper and bound. Exhibits in drawing, modeling, and the results collected from oral lessons, are requested from primary schools. Drawings in the forms of maps, science work, and designs, original mathematical solutions, and essays or other literary work are desired from grammar schools. Handwork of any kind that has received attention in school, will be received from all grades. Arrangements for the exhibit have been made by W. W. Seaman, county superintendent.

CONNECTICUT.

Graduation at the New Haven Training School will occur June 15. Superintendent Thos. M. Balliet, of Springfield, will deliver an address on "The Feelings and their Culture."

F. A. Brackett, of Bristol, will succeed Rev. P. H. Whaley as principal of the North-west School, Hartford.

The Fairfield County Teachers' Association held its twelfth annual meeting at Bridgeport June 1 and 2. Among the speakers were J. J. Jennings, of Bristol, Mrs. N. K. Baldwin, of Philadelphia. R. C. Metcalf, of Boston, and Miss A. L. Brower, of New York.

ILLINOIS.

The American Normal Musical Institute holds its fifteenth annual session at Dixon, commencing July 30, continuing four weeks. Teachers and those preparing to teach will find this school useful to them. The faculty consists of teachers of Chicago. The full course is only \$10.00. For circulars address Prof. S. W. Straub, Chicago.

KANSAS.

Abilene's high school graduated nine pupils—six boys and three girls. An original class song by a member of the alumni was a feature of the commencement exercises.

An examination for applicants for West Point will be held throughout the 5th congressional district this month.

The State University commencement took place June 4-6. Col. Thomas Wentworth Higginson delivered the annual address. There were forty-nine graduates.

The State Agricultural College commencement occurred June 1-6.

Clyde graduates eight pupils from its high school this year.

The Forest Park Assembly, the Chautauqua of the West, holds its meeting this year June 19-30. Among the prominent speakers who will appear on the platform are: Rev. T. DeWitt Talmage and Rev. Chas. F. Deems, of New York; Hon. George R. Wendling, Mrs. Mary A. Lathrop, and Rev. J. L. Hurlburt.

The date of the Winfield Chautauqua Assembly has been fixed commencing June 20, and continuing until July 5. Among the speakers who have been engaged are T. DeWitt Talmage, Prof. Wm. R. French, Dr. P. S. Henson, Prof. J. B. DeMott, Prof. R. L. Cummock, Bishop Warren, Dean A. A. Wright, and J. DeWitt Miller.

Many prominent professors and lady teachers attended the Kansas-Missouri Social Science Club at Kansas City early in May. The third annual meeting of the Kansas State Music Teachers' Association convened at Emporia recently. President, Wm. Mac-Donald, Lawrence, Kansas; Secretary and Treasurer, Mrs. Lida Barney, Kansas City.

The Abilene high school graduating class have printed their programs and will sing an original class song written by a member of the alumni.

The Ottawa high school recently made \$50 by an entertainment. It will be used for an organ.

Schools at Kirwin closed on account of scarlet fever.

"The Efficacy of Soap and Water in the Lower Grades of the Public School," was the title of an excellent paper before the Wyandotte county association recently. Hope.

C. M. HARGER.

NEW HAMPSHIRE.

Celia A. Jewell has been re-elected on the Hebron board of education, having served acceptably during the past two years.

Portsmouth has voted \$22,000 for the support of schools.

The senior class of the Newmarket high school is the largest that ever graduated from that institution. The graduating exercises will occur June 22, followed by a reception in the evening.

The Alumni Association of Pembroke Academy held a public meeting at the town hall in Pembroke recently.

The school house in the north district, Mt. Vernon, was sold recently by the board of education for \$1,100. Mr. F. O. Lamson being the highest bidder. Under the present arrangement, it not being needed for school uses, the town has directed its sale. Its frame is of oak, and was built in 1804. At least three generations have had their school training within its substantial walls, which are sound yet.

Miss Fannie Carleton is to teach the village school at South Lyndeborough, and Miss Annie E. Smith one of the schools at Brookline village.

Commencement exercises at McCollom Institute, Mt. Vernon, took place recently.

NEW JERSEY.

The coming commencement of Princeton College, which will be the best ever held by the college, will cover a entire week, and will close on June 20. Steps are still being taken toward making Princeton a university. Several large endowments are already promised in case the authorities succeed.

Nearly all the teachers in Monmouth county, attended the annual meeting of the Monmouth county Teachers' Reading Circle at Red Bank recently.

There will be a smaller number of changes in teachers in this state this year than ever before. School boards are gradually learning that it pays to keep a good teacher even if a larger special tax is a consequence. In the cities the changes contemplated are very few. In some places the only changes made have been caused by the opening of new schools. This fact is regarded

as an auspicious omen of the bright future of the New Jersey teacher.

Judge Walling, a prominent Jersey jurist, is president of the Keyport board of education. Nicholas Murray Butler, Ph.D., President of the New York Industrial Education Association, addressed the teachers of the Long Branch schools, on "Educational Progress."

The Ocean County Teachers' Association met at Tom's River recently. The session was the most profitable one in the history of this thrifty organization. The entire time was devoted to the reading of papers and discussion upon the teaching of history.

W. D. TYNDALL.

NEW YORK.

The South Side Teachers' Association held at Islip, May 12, was a pleasant and profitable occasion.

The thirty-third annual convention of the New York State Sunday school association will be held in Rochester, June 12-14. It is expected that the meeting will be one of great interest, as the program has been carefully prepared. Return fares to those who pay full fare in going will be one cent a mile. Pastors and delegates from county, city and town associations and Sunday schools throughout the state are invited and hospitality will be extended to all.

PENNSYLVANIA.

The seventh annual session of the Ebensburg Normal School began April 16, and will close June 29.

RHODE ISLAND.

A very successful teachers' institute for the towns of southern Rhode Island was held at Kingstown recently. It was conducted by State Commissioner Stockwell, assisted by Gen. Morgan, of the State Normal School, and the teachers in the immediate vicinity. The papers read were unusually interesting, and abounded in practical and helpful suggestions.

The directors of the American Institute of Instruction, which meets at Newport July 9 for a five days' session, have issued a very attractive circular, giving the program of the institute, and setting forth the natural beauties of Newport and vicinity, excursion rates from different points, and other matters of interest.

At the examination of candidates for admission to West Point held in Providence recently, twelve candidates presented themselves. They were numbered, and, on looking over the papers, the committee unanimously agreed on No. 8 as the successful candidate. This proved to be William A. Sprague, of Chepachet.

EDWARD S. MCFEE.

TENNESSEE.

The East Tennessee University is said to be well attended this year. It is a military school, but has an agricultural department, well equipped with the best appliances for teaching the most necessary of all arts.

Prof. Weber, a young teacher from South Carolina, who has been located for the last 18 months at Dancyville, Tenn., will, we understand, resign at the close of the present term, for the purpose of prosecuting his studies at one of the great German universities.

The Brownsville schools are well attended this term, though at present seriously crippled by the measles. Notwithstanding the earnest efforts of our county superintendent, we have not yet secured a graded city school for our county site.

Stanton.

W. D. POWELL.

VERMONT.

During the past month we have been about among the schools in the rural districts more than ever before. Wherever we go we find the same lack—suitable maps, charts, blackboards and reference books, some schools, aye, a majority not even having a dictionary on the desk. We believe this to arise from another lack in our school system—that of proper supervision. The result can be seen in our poorly furnished rooms. The way to solve the difficulty is to employ a skilled supervisor to take charge of a county or part of a county and do nothing else. In this way the unskilled, but willing teachers, will find some one to direct them in their work, and an immense improvement will be seen all around.

The spring terms in the academies of the state appear to be better attended than usual, judging from the reports.

The State University has lately received a bequest of \$100,000 from a wealthy citizen of Hardwick, who, before his death, saw the need of liberal education, although he did not possess one himself. The principal's new house at Saxton's River was completed recently and thrown open to the public. It is said to be much the finest building of its kind in the state.

B. H. ALBEE.

VIRGINIA.

Nearly all the public schools in the country districts of the state have closed. Some of them, however, are kept open by private subscription.

Ex-Congressman John T. Harris, of Rockingham, will deliver the annual address before the literary societies of the Virginia Agricultural and Mechanical College at Blacksburg; and W. Gordon McCabe, head master of the University School at Petersburg, has been chosen to deliver an address before the Alumni Association of the University of Virginia, at the final exercises in June.

Oncancock.

F. P. BRENT.

WISCONSIN.

A fire recently destroyed the building of the Fort Atkinson high school with its valuable contents. It contained a fine library, a piano, and much expensive apparatus and was one of the most prosperous schools of the state. The loss, not covered by insurance, is about \$14,000.

Prof. T. H. Pray, of the Whitewater Normal School, has been elected superintendent of schools of that city.

Successful evening schools were held this year at Madison and Whitewater.

Milwaukee is in need of another new high school building. Over 400 students are in attendance, and every seat is occupied.

Professor Hamlin, of Beaver Dam, has been appointed principal of the Shullsburg high school, to fill the position which Professor Merriam resigned.

St. Francis.

E. A. BELDA.

NEW YORK CITY.

The Memorial Day exercises held May 29 at the primary department of P. S. No. 28 were very interesting. Two silk flags were presented to the school by Trustee R. S. Tracy. A special feature of the occasion was the attendance of the members of James C. Rice Post, No. 29, G. A. R., who had been invited to come and accept the five hundred and odd pots of flowers which the children had contributed for use in decorating the soldiers' graves.

The hall and stage were beautifully decorated with flags and flowers. Trustee Cuming presided. The first part of the program consisted of devotional exercises, presentation and reception of the flags, a flag song by the school, the chorus being accompanied by the waving of the small American flag which the scholars had fastened to their breasts; a musical tale, related by twelve little ones, song "Tenting To-night," with tableau by twenty-four boys, a whistling solo, and various choruses. The second part opened with calisthenic exercises by sixteen children, and further consisted of a dialogue, quotations, war songs, and a tableau, "Columbia's Union Party," in which thirty-six children took part.

Speeches were made by James Ross, commander of Rice Post; E. T. Goodrich, junior vice-commander, Adj't Daniel Jerman, J. Seaver Page, and De Witt C. Ward. The exercises closed with the singing of "America" by visitors and pupils.

The principal, Miss Emily S. Hanaway, aided by Mrs. Whittle, had charge of the entertainment.

The Children's Library Association, designed to furnish reading matter to children under twelve years of age, is growing rapidly. It is now situated in the Bruce Memorial building, on 42d street, between Seventh and Eighth avenues, and children are coming in from all the neighboring schools. An assistant librarian has been engaged.

Hon. Charles W. Dayton presented two flags to primary school No. 57 on June 1. Seven hundred little girls were assembled in the hall of the school. Each wore a bow of red, white, or blue on the front of her apron, and a red, white, or blue band around her hair. After the singing of patriotic songs, a military band, consisting of an eight-year-old drummer and a six-year-old fifer, struck up "Marching Through Georgia," and sixteen little girls went through the first evolutions of a flag drill. Mr. Dayton presented the flags with a few remarks on civil liberty.

Manual training has been introduced into grammar school No. 41, on Greenwich ave, through the influence of the principal, Miss Elizabeth Cavanagh. The first practical lesson was given by Mrs. Ida Hope June 1. Two adjoining class-rooms have been converted into a kitchen, and provided with large windows, lecture-room chairs with broad arms, and a marble-covered cooking table, containing small gas stoves. Each stove is accompanied by a scrap-jar and tin water-can. A marble-lined dish sink is in one corner, and two large gas-stoves, a movable table, and a cupboard with all the necessary utensils, complete the arrangements.

During the lesson sixteen pupils cook, and the rest take notes. The first lesson gave instructions how to boil rice, eggs, and potatoes. The method of instruction consists of lectures and dictation exercises on the chemical and physiological properties and principles of food, together with practical lessons in the actual cooking of the same. In this school 136 pupils receive instruction in cooking, and also lessons in mechanical drawing, sewing, and modeling in clay. Some very beautiful original designs are exhibited by the pupils of the higher grades.

The commencement exercises at the National Conservatory of Music of America were held May 30. The performance of the pupils reflected great credit on their instructors, and an excellent program was presented. The conservatory was incorporated in September, 1885, its object being to give all candidates with good musical talent an instruction as thorough as can be found in any of the great musical centers of Europe. During the past term of eight months it has given free instruction to nearly 200 students from nearly every state and territory in the Union. Some of the most prominent and wealthy people of this city and Boston are among the institution's incorporators and supporters.

Manual training has been introduced into four schools—grammar school No. 43, 129th street and Tenth avenue; grammar school No. 1, Vandewater street; school No. 24, Elm street; and grammar school No. 41, on Greenwich avenue. The Vandewater street school was the first to adopt the system, and the pupils there have been very successful in learning to cook. The 129th street school will hold a reception soon, on which occasion the pupils will furnish the bill of fare. Great interest has been manifested in all the schools in which this system has been introduced, not only by pupils, but their parents. Its influence has been beneficial to all the other branches of education.

The Brooklyn Teachers' Association, will go on its annual excursion, to Ossacanna Island on the Hudson River, thirty-seven miles from New York, on Saturday, June 9, 1888.

The association year begins July 1, and any teacher joining now will have the privilege of the excursion and a year's membership from July, 1888.

All communications in regard to membership, should be addressed to J. H. Walsh, Treasurer, P. S. No. 27, Nelson street, near Hicks street, Brooklyn.

The Union county Teachers' Association held its regular quarterly meeting May 19. "Pedagogical Sanctification" was the subject of an address delivered before the meeting by Prof. B. C. Gregory, of Newark, N. J.; Prof. B. Holmes, of Elizabeth, led the discussion of the question, "How can we best promote the interest of the school?" Prof. D. B. Corson, of Rahway, was elected president of the association for the coming year.

The closing exercises of the college for the training of teachers, at 9 University Place, will be held June 14, at 10 A. M. The drawings and other work of the students of the college and model school will be on exhibition.

## LETTERS.

**77. THE VALUE OF CLAY MODELING.**—The introduction of clay modeling into our public schools is a long stride in the direction of practical and useful education. By its training the pupil gains a thorough knowledge of forms studied which will remain with him through life. He has made them with the clay and gained a practical knowledge of them. When the cube is placed in the hands of a young pupil he first learns everything about it that is possible by touch and observation. He has then in his mind a well formed idea of what it is like, and there only remains for him to put these into some form of expression. For this purpose a piece of modeling clay is given him, and he creates the material expression of his ideas, the clay form standing before him at last as the finished product of the knowledge he has gained by his own observation and experience.

There are several lessons that may be taught from this simple exercise. The habit of putting ideas into practice, by making something which stands as a material representative of those ideas, is inculcated. It develops the practical side of the pupil's nature. The necessity of cleanliness may be taught by having pupils understand that they cannot produce neat forms with dirty hands and modeling boards. The necessity of prompt action is revealed to them. If, for any reason they waste their time, the clay soon becomes hard and unfit for use until again moistened.

Another valuable lesson was learned by several pupils, in an exercise which came under my own observation. The class had been told to model anything they wished. At the end of the exercise some very nicely finished models were shown, while a number had only a mass of cracked and unshapely clay. Those who produced the best models were the ones who had made up their minds to make some one thing and had gone to work at it. The others had tried several things and been successful in none. Their attention was called to this fact. In the next exercise of a similar nature not one failed to hand in some finished piece of work.

There are many other lessons that may be deduced from an exercise of modeling; a description of the process may be converted into a composition by each member of the class.

The interest thus infused in a class often serves to arouse the mind of a dull pupil to whom school work has formerly been a drudgery and a bore. I have seen a boy, who appeared to be a regular dunce in his other studies work over a clay model with all the interest and pleasure he would manifest in a game of ball. The same boy, with a number of others at one time came to me and asked me if I would not come to school once a week during vacation and let them model with the clay.

I doubt not that other teachers have had similar experiences. Let us push this kind of work in our schools, and teach our pupils to grow up and be practical men and women.

CLARENCE S. GIFFIN,  
Principal School No. 7.

**78. SHORT STEPS IN BROAD FIELDS.**—It may seem ambitious to some to look up from the humble level of the primary and intermediate grades towards the heights on which the great universities of the country stand, and to affirm that the very strength of the foundations upon which the latter rest depends upon the faithful and enduring work done in the former. Yet the wise men at the head of our colleges and universities willingly concede this dependence. When, therefore, a suggestion for a "New departure in education" is made, which appears to have reference solely to those more advanced departments of learning, it is a good time for teachers in the lower ranks to look about and see what share they can have in the proposed work.

It has been a constant source of surprise to many, who have interested themselves in the subject, to find how universal is the ignorance which exists among American people, commonly called well-educated, concerning the literature of their own country. One or two names, such as Longfellow and Whittier, may perhaps be household words, but of the many authors who hold honorable places in literature, both at home and abroad, very little, if anything, is generally known. It is a theory of the writer's, and one that has often been put to the test of practice, that young children—let us say after the age of seven—can, with very little trouble, be made to take an interest in the literature of their own country. One hour a week devoted to this subject, in a class averaging nine years of age, has been known to produce surprising results. When so many of our best writers of to-day are willing to devote their time and brains to writing especially for these children, it is but fair to expect the latter to learn to know and love their benefactors.

One plan, successfully tried, is to give the children short and pleasing poems to commit to memory; as—"The Children's Hour," by Longfellow, or Whittier's "Barefoot Boy;" or to read a story and require them to give it to the teacher again from memory, being careful always to associate the author's name with his work, and to give the child a few short anecdotes of his life and to mention names of

his other writings. In a short time the appetite will grow with what it feeds upon, and an ever increasing interest in and knowledge of American literature will be acquired without text-books, and with little expenditure of time. Every step ahead, though seemingly insignificant, is one taken in the right direction. The field of American literature is broad and pleasant, and brilliant with flowers of poetry and truth, of wit and pathos. If only the earliest guides of children in their school life will direct their feet towards these paths, they will afterwards seek for them, selves the more extended fields of other countries, and there will be no need of a plea from our colleges for a larger knowledge of literature.

A. N. E.

## QUESTIONS.

**NOTE.**—We give below questions which have been sent us by teachers and subscribers, and regret that they have not appeared before; but press of other matter has prevented. Answers from our friends are asked for; in this way teachers will be mutually benefited. We shall try to give questions more prompt attention in the future, giving preference to those which we think will be the most helpful to teachers.

31. Give the origin of Santa Claus. J. P. M.  
32. What is the difference between a "civil action" and a "criminal action"? What is the difference between a grand jury and a petit jury, and what is the duty of each? How much money is there in the United States now? Who limits the making of money, and how do they know when to stop? A SUBSCRIBER.

33. What is character? Does it ever change? Cannot we will to do something unlike what we have ever done before, and from henceforth, have a different character than formerly? W. V. ENGLISH.

34. Who are the leaders of the Realistic School of American fiction? Of the Idealistic School? What are the characteristics of each school? T. M. P.

35. What is meant by the "grammar department" in our public schools? E. E. B.

36. How should a reading exercise in the "grammar department" be conducted? E. E. B.

37. Under what circumstances does a question end with a period? E. ELLSWORTH BEAMS.

38. Is this a correct sentence: "Verbosity is where too many words are used"? W. F. HANNAS.

39. Who are the publishers of "The Great Invention" by G. F. Wilkie? E. H.

40. How many mental faculties has a child; what are they, and what are the best methods to develop them? H. BROWN.

41. Why is there more rain in Portland than in Denver? W. H. D.

42. Give a reason for the destructive floods of the Ohio River. X.

43. Are the Arctic Expeditions of any practical benefit to mankind? X.

44. Is it correct to say, "The best wages is"? M. M.

45. Please explain what is meant by sun "slow" and sun "fast." W. L. S.

46. Is a man who is born in the United States, and whose parents came from a foreign country and have not been naturalized, a citizen of this country? F. M. I.

47. Was slavery the principal cause of the war of Secession? F. M. I.

48. If a person is engaged by a written contract to teach school in a district for a certain length of time, can he collect his salary for the full time if discharged before the time has expired, or if the school closes on account of sickness, or inclement weather? A. T.

49. How should "dynamite" and "gazetteer" be pronounced, and what is the meaning of "boycott"? S. E. COLLINS.

50. What became of Blenniarhasset and his wife after the Burr Conspiracy? W. A.

51. When should the hyphen be used in spelling? Warren and Worcester differ. W. A.

52. Was the daughter of Aaron Burr captured by a pirate ship? W. A.

53. I have a boy in my school who is very much inclined to hold his book "upside down." When he writes on his slate, he will take it "upside down." He is five years old. His brother, a boy of seven now, did the same last year; and even now he will sometimes turn the figure 3 to g and 6 to q. I can not explain it. Is the fault in the eyes, or is it a lack of discrimination, or both? J. R.

54. What sound should be given to unmarked vowels in Webster's dictionaries, and unmarked consonants which have more than one sound? MRS. F. L. TEMPLETON.

55. How did the expression, "It suits to a T," originate? N.

Please explain the following: How can a bird, flying in the same direction in which the earth revolves, reach another point on the earth beyond where it started, while the earth revolves at the rate of 1,000 miles an hour on the equator? Please explain also the effect when flying in the opposite direction.

Ringo, N. J. H. L. F.

56. Please give in your paper the reason why the sun may be seen north of us during a part of the year, while it never reaches farther north than the Tropic of Cancer. N. P.

57. Why does it rain when there are no clouds?

58. Of what use is the snow on very high mountains?

59. What is a land breeze? A sea breeze?

60. Name the largest muscle of the body. H. H. D.

61. What of the Blair educational bill in the present session of Congress? W. E.

62. How shall I open and close school? How shall I get my pupils (Norwegians) to talk, or reply when I ask questions about pictures or objects. They will not use their minds.

INEXPERIENCED TEACHER.

63. Why do we invert the divisor in division of fractions? L. P. B.

## BOOK DEPARTMENT.

## NEW BOOKS.

**THUCYDIDES.** Book V. Edited on the Basis of Clossen's Edition. By Harold North Fowler. Boston: Published by Ginn & Company. 213 pp. \$1.50.

The fifth book of Thucydides presents other and greater difficulties of interpretation than those which precede, and the character and contents of the two parts of which this book is formed are essentially dissimilar. In the first part, the narrative of the great war between Athens and Sparta is continued; in the second, the various political intrigues and complications among the greater and smaller states of Greece, are described. The fifth book closes with the fall of the bravely defended town, and the cruel punishment of its inhabitants, and from the last part of the book a ray of light is cast forward upon the prevailing character of the second chief period of the Peloponnesian war.

**AMERICAN STATESMEN. GOVERNEUR MORRIS.** By Theodore Roosevelt. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 370 pp. \$1.25.

The history of Gouverneur Morris is so closely allied to the great and stirring events of the period in which he lived, that the one cannot be separated from the other. The birth of America's greatness is indissolubly linked with the life and history of Mr. Morris, who was, perhaps one of the most brilliant of the founders of the American Constitution. The heading of the chapters composing this biography prove the union. At the time of his birth, New York City was a thriving little town, given to much trading, where the people were nearly devoured by mosquitoes in the summer time, whose music was only one degree removed from that of the tree frogs, which found a place of refuge among the locusts and water beesches, that lined the pleasant streets. The first chapter of this book presents the youth of Mr. Morris in connection with the history of colonial New York; but while he was still a gay and popular young man, the dawn of the Revolution broke upon him, and gave him something else of greater importance to think of. Chapter II. shows the outbreak of the Revolution, and Morris in the Provincial Congress. Following his career, as depicted by the author, he is next seen at the head of the patriotic party, recommending that the colonies should form new governments. A little later on, and when only twenty-five, he is elected to the Continental Congress, and goes immediately to Valley Forge to examine into the condition of the continental troops. These chapters are full of the stirring interest of that period. Following them in order, is found, The Formation of the National Constitution, First Stay in France, Life in Paris, Mission to England, Return to Paris, Minister to France, Stay in Europe, Service in the United States Senate, and The Northern Disunion Movement among the Federalists. The character of Mr. Morris is clearly and truthfully portrayed by the author, showing his keen intellect and brilliant genius, as well as the very prominent position he occupied in the growth of our nation, toward a final independence.

**ACADEMIC TRIGONOMETRY. PLANE AND SPHERICAL.** By T. M. BLACKSLEE, PH.D. Boston: Published by Ginn & Co. 35 pp. 30 cents.

In the arrangement of this book, the Plane and Spherical portions are arranged on opposite pages, while the memory is aided by analogies, and it is the belief of the author that the entire subject, as it is presented in this volume, can be mastered in less time than is usually given to Plane Trigonometry alone. An introduction of five pages, is designed especially, by the author, to fix the characteristics of Trigonometry, and should be accompanied by practical work. In it are found Definitions, Linear Representation, with rules, Quadrants, and a chart showing Terminal Values. The plane portion is compact, and complete in itself.

**PRACTICAL LESSONS IN THE USE OF ENGLISH FOR GRAMMAR SCHOOLS.** By MARY F. HYDE. Boston: D. C. Heath & CO. Book Two, 226 pp.

"Book Two" of "Practical Lessons in the Use of English," consists of Parts III. and IV. and is, of course, for a more advanced grade. Part III. imparts such a knowledge of technical grammar as is essential to a correct use of the language, and leads the pupil to apply the principles already taught. Selections from the best authors are given for study, which will enable pupils to form a correct style of expression, as well as cultivate a taste for good literature. All through Part III. exercises in composition are found, which compel pupils to think for themselves. Part IV. treats especially of letter-writing, and its related subjects, including the writing of business letters, advertisements, and the making out of bills. Some of the most marked features of Miss Hyde's books are, their practical bearing upon the study of English, the cultivation of the pupil's power of observation, and the written exercises so freely furnished, which teach the necessity of independent thought. The books have a plan, and a logical arrangement of material, which places them in the first rank, by all thoughtful teachers.

**A NEW PRACTICAL ARITHMETIC.** By Waite A. Shoemaker and Isabel Lawrence. Under the Direction of D. L. Kiehle, A. M. New York: D. Appleton & Co. 404 pp.

This "New Practical Arithmetic," coming as it does from the experience of practical teachers, is designed for use in grammar and high-school grades, and it is the design and aim of the authors, that the study of the chapters, on "Ten," "Twenty," "One Hundred," and "One Thousand," should produce the following results: 1. Ability on the part of the pupil to study a book and follow its directions. 2. Ability to detect the real thought which lies behind all arithmetical symbols and forms of expression. 3. Ability to state the solution of a problem in clear and accurate language, without danger of confusion as to what is meant. 4. Rapidity and accuracy in handling the smaller numbers. 5. The introduction of the pupil into all the main applications of arithmetic with problems in numbers, so small as to allow the scholar to give his entire attention to it. Each new topic, in this arithmetic, is introduced by full development work, so that the pupil may prepare his work without depending upon the teacher. New and excellent features are found on all points as given in this volume,—for instance:—Notation is not taken up as a subject and finished in any one part, and the same is true of addition, subtraction, multiplication and division,—but the order of the book is the order of development in the mind of the pu-

pil. All processes are performed at the beginning of the work, with the units known to the learner. As other units are developed, these processes are repeated. A glance, however, at the "Table of Contents" will reveal the logical order of the book.

**WHY WE BELIEVE THE BIBLE.** An Hour's Reading for Busy People. By J. P. T. Ingraham, S. T. D. New York; D. Appleton & Co., 1-3-5 Bond Street. 156 pp. 50 cents.

In a series of thirty-nine chapters, the author gives this volume to all those who would like to confirm their faith in the Bible. He discusses, among many other points, Our Duty to Investigate the Foundation of Faith.—What is Religion?—Moral Conduct of the Ancients.—Earliest Divine Instructions.—The Sacred Writings Collected.—The Language of the Old Testament Scriptures.—Ancient Prophecies Fulfilled.—The Time of His Coming.—The Gospel's Influence.—The Spread of the Church and Scriptures.—Manuscripts and Copies.—The English Bible.—Antiquarian Researches and the Bible.—Objections. The arrangement of the book is on the plan of questions and answers, principally, and the entire contents are a very acceptable addition to the reading for busy people. The answers are short and to the point.

**OHIO HISTORY AND GEOGRAPHY CARDS.** By H. C. Smith. 1788-1888. Published by Robert Clarke & Co. Cincinnati. 50 cents per box.

As a recreation for home or school there is nothing so good as an intelligent game, full of interest. This one is especially good, and consists of 144 cards, very neatly put up in a box, with full directions for their use. These cards present, in an original and captivating manner, a complete history and geography of the state of Ohio. Among the topics discussed are the early pioneers, noted men and women, the governors, counties, county seats, chief cities, towns, lakes, rivers, canals, railroads, products, natural resources, government, and relative rank among the United States. For the amount of information given, these cards can hardly be equaled, and should find a place in every home and school.

**OLD AND NEW ASTRONOMY.** By Richard A. Proctor, London: Longmans, Green & Co., New York: 15 East 16th Street.

Part II. of Proctor's "Old and New Astronomy," continues, at page 65, the "Studies of the Earth's Shape," profusely illustrated with diagrams and pictures. The illustrations are of great value, representing as they do among other features, the effect of north-and-south journeys on the earth, measurement of the earth by Eratosthenes, effects of the earth's curvature, telescopic illustration of the earth's rotundity, experiment for measuring the earth's curvature, measuring the curve of the sea-horizon, the constellations, Cassiopeia, Orion, and parts of Sagittarius and Capricornus, mapped on the conical construction. These with a variety of other equally valuable diagrams, are found in connection with Chapter II. In Chapter III. the "Apparent Motions of the Sun, Moon,

and Planets," are commenced, also illustrated. Each of these parts, consists of sixty-two pages, at times furnished with full page maps and charts. The entire set will compose a most valuable work on astronomy.

#### REPORTS.

**CODE OF PUBLIC INSTRUCTION OF THE STATE OF NEW YORK.** Edited by James E. Kirk, under the Supervision of State Superintendent Andrew S. Draper.

Part I of this volume contains the general laws applying to common schools. Part II, the laws concerning the functions and duties of all school officers, the school finances, special schools for the afflicted and school buildings, with all pertaining to them, also meetings in the interest of school affairs. Part III gives the laws concerning Cornell University at Ithaca, the American Museum of Natural History, in New York City, and the State Normal Schools situated at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, New Paltz, Oswego, Oneonta, and Potsdam. Part IV contains a digest of the decisions of state superintendents, and Part V gives Special Local Acts.

**ANNUAL REPORT OF THE BOARD OF EDUCATION OF THE STATE OF CONNECTICUT, to 1888;** Charles D. Hine, Superintendent.

The prime difficulty in the way of good schools is that the system of school administration is not efficient, because the municipal and school organizations are separate. To meet this difficulty a bill was introduced at the last session of the general assembly, relating to the "Town Management of Public Schools," in which it proposed that each town in the state shall control all the public schools within its limits. Remarks were made upon the bill by Hon. E. B. Bailey of Windsor Locks, and by Hon. Geo. E. Sumner of Hartford. Their arguments for the act were that it will give children equal advantages, that it will be more economical and business-like in every way, that it will increase the invigoration of local self-government, will place the authority in the hands of one committee, and will equalize the rates of taxation in a town. Governor Lounsbury appointed April 29 as Arbor Day. A pamphlet containing his proclamation, suggestions for public exercises, and directions as to tree planting, was sent to each district. Full sets of questions used in the state teachers' examinations are given in this report, and will be of assistance to those studying for certificates. The new elementary text-book on Anatomy, Physiology and Hygiene, prepared and published by order of the general assembly, is given in full, also Experimental Lessons in Science, "by A. A. Morrill." The report of the council of education is also given. The annual discussed "Training of Teachers," "Arithmetic," and "The State Book on Physiology and Hygiene as a Text-Book." To get a technical and professional training there are valuable helps such as visiting good schools, attending teachers' meetings, studying books on the theory and practice of teaching, forming a teachers' library, and joining a teachers' reading circle. There should be two motives to influence us in improvement; first, the good of our pupils; second, the higher position and salary we may obtain. In the discussion on the new physiology text-book, introduced by Superintendent Hine, Prof. A. B. Morrill, who, with Dr. James K. Thatcher, was the author of the book, said: "It seems to me that books heretofore have been prepared for bright pupils. But the school is most concerned for those pupils who belong to the lower strata, that need the encouragement and sympathy of the teacher, and the help of the school. To keep in mind the function of the school; to arouse processes of thought so that they shall become habits—that must be the work of the school. Books should contain important truths. I like to have those truths few, that there may be time for reflection, and appreciation." Professor Morrill thus gives his reasons for the abbreviated form of his text-book, which, as he says, is "a sketch arranged with view to a complete book to be supplied by the living words of the teacher."

**BOOKS RECEIVED.**  
The Man Behind. A Novel. By T. S. Denison. Chicago: T. S. Denison.

Cheap Books and Good Books. By Brander Matthews. New York: The American Copyright League.

Sketches of Persia. By Sir John Malcolm. Vol. I. The Shepherd's Calendar. By Edmund Spenser. New York: Cassell & Co. 10 cents each.

#### MAGAZINES.

Literature for May 19 contains among other things "Curiosities of Criticism," "Unconscious Cerebration," "Caricature and the Grotesque," and "A Note on Russian Realism."—*The Dakota Educator* is the name of a new periodical that has been started in that territory. The editors, each of whom has a department, are as follows: Dr. Wm. M. Blackburn, Pierre; Prof. John Ordén, Minot; Prof. C. H. Clemmer, Grand Forks; Prof. J. C. Collette, Harrold; Prof. H. E. Kratz, Mitchell; Wm. Mitchell, Fargo; Esther A. Clark, Yankton.—F. Antsey, the author of "Vice Versa," "The Tinted Venus," etc., contributes a long humorous story in his best vein to the June *Wide Awake*. Mary Bradford Crownshield begins a serial entitled "Plucky Smalls: His Story," a tale of two "Wharf Rats," and a U. S. Training Ship.—In the June Forum Hon. W. D. Kelley reviews the tariff legislation of the past hundred years, and has something to say concerning the Mills bill. "The Negro in Politics," is the subject of an article by Senator Wade Hampton, and "Railway Problems," are discussed by Senator J. F. Wilson. Andrew D. White gives "A Sketch of the Next American University."—*The Journal of Archaeology*, Ginn & Co., publishers, is a great help in keeping one posted in this important science. Volume IV, No. 1, contains "Archaic Ionic Capitals found on the Acropolis," An Engraved Bronze Bull at Metaponto, and other articles.—Dr. Holmes tells in the June Book Buyer which of his own poems he likes best. A new portrait of him, printed for the first time, appears in this number.—*The Woman's World* for June opens with an article on "The Uses of a Drawing Room," "Something about Needles-women," and "Modern Greek Poets," are other interesting articles.—The leading articles in the *Atlantic* for June are: "The Literary Career in France," by Theodore Child; "To Cawdor Castle and Culloiden Moor," by Julia C. R. Dorr; "The Discovery behind the Throne," by Ellen Terry Johnson.—Edward Atkinson opens the June *Popular Science Monthly* with an article on "The Surplus Revenue." Other articles we will mention are: "Whistles, Ancient and Modern," by M. L. Gutode; "The Effects of Modern Drinking," by G. Harley, M.D., F.R.S.; "The Geological Tourist in Europe," by Alfred C. Lane; "Education and the Employment of Children," by Eliza F. Andrews; "Animals as Modified by Environment," by Prof. J. B. Steere; "Animals as Beryls," by Charles Woodward Hutton.—Readers of the *Chautauquan* will find much to interest them in the June number. "Literatures of the Far East," by Justin A. Smith, D.D.; "Flowerless Plants," by Byron D. Halsted, Sc.D.; "State Interference," by E. J. James, Ph.D.; "The International Council of Women," by Frank G. Carpenter are among the articles.—"Our Work and How to do it," and "Early Education in Canada," are two articles in the *Canadian Educational Monthly* for May that will prove of great interest to teachers.—The June Quiver has an article, entitled "Wesley in Seven Dials," that gives an account of the work done by that great divine in a notorious quarter of London. "Mission Work at the Universities," "Experiences Among Savage People," and "Particular Providences," appear in the same number.—*The Magazine of Art* for June appears with a handsome frontispiece etching by James Doble, after Walter Langley's painting "Betrayed." A sketch is given of the famous French painter, Jean Jacquie Henner, and there is a bright paper on "An Academy Critic of a Hundred Years Ago."

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